Manitoba

Annual Report 1989 - 90

Education and Training

91-05431/

Minister of
Education and Training

Room 168
Legislative Building
Winnipeg, Manitoba, CANADA
R3C 0V8

To His Honour,
George Johnson,
Lieutenant-Governor of Manitoba.

May It Please Your Honour:

I have the privilege of presenting for the information of Your Honour the Annual Report of the Department of Education and Training for the fiscal year ending March 31, 1990.

Respectfully submitted,

Honourable Len Derkach
Minister of Education and Training

Manitoba

Deputy Minister of Education and Training

Room 162
Legislative Building
Winnipeg, Manitoba, CANADA
R3C 0V8

Honourable Len Derkach
Minister of Education and Training
168 Legislative Building
Winnipeg, Manitoba
R3C 0V8

Dear Sir:

I have the pleasure of presenting the Annual Report of the Department of Education and Training covering the period of April 1, 1989 to March 31, 1990.

As a result of fundamental changes in Manitoba's socio–economic and demographic characteristics, the department restructured its organization and introduced initiatives to meet these new challenges.

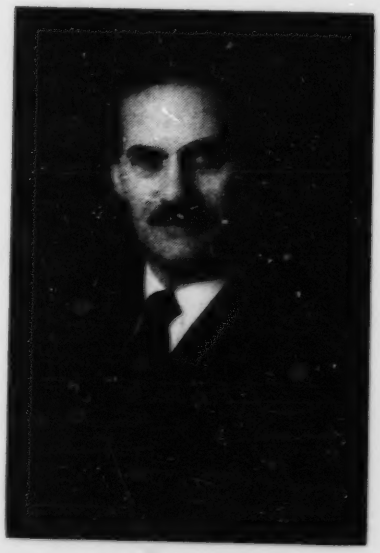
During the 1989-90 fiscal year, training programs, previously delivered by Employment Services and Economic Security, were added to the department. The new Department of Education and Training is now better able to coordinate lifelong learning programs to enable Manitobans to develop basic skills, to upgrade existing skills and to develop their own unique and diverse talents.

Some of the major initiatives noted in this report include: the establishment of a Literacy Office to coordinate all literacy activities in the province; transference of Northern Training and Employment Agency programs and two ACCESS programs to Keewatin Community College; expansion of distance education through the satellite project to enhance educational opportunities for rural and northern communities; and the establishment of special education guidelines to provide more flexibility and parental involvement in the choice of educational programs for children with special learning needs.

There is still much to be done. Staff in the department are working hard to meet the new challenges, and I express my sincere appreciation to all of them for their efforts and dedication. As well, I acknowledge the support and cooperation received from all who are directly involved in the delivery of education services to our children.

Respectfully submitted,

John Carlyle
Deputy Minister of Education and Training



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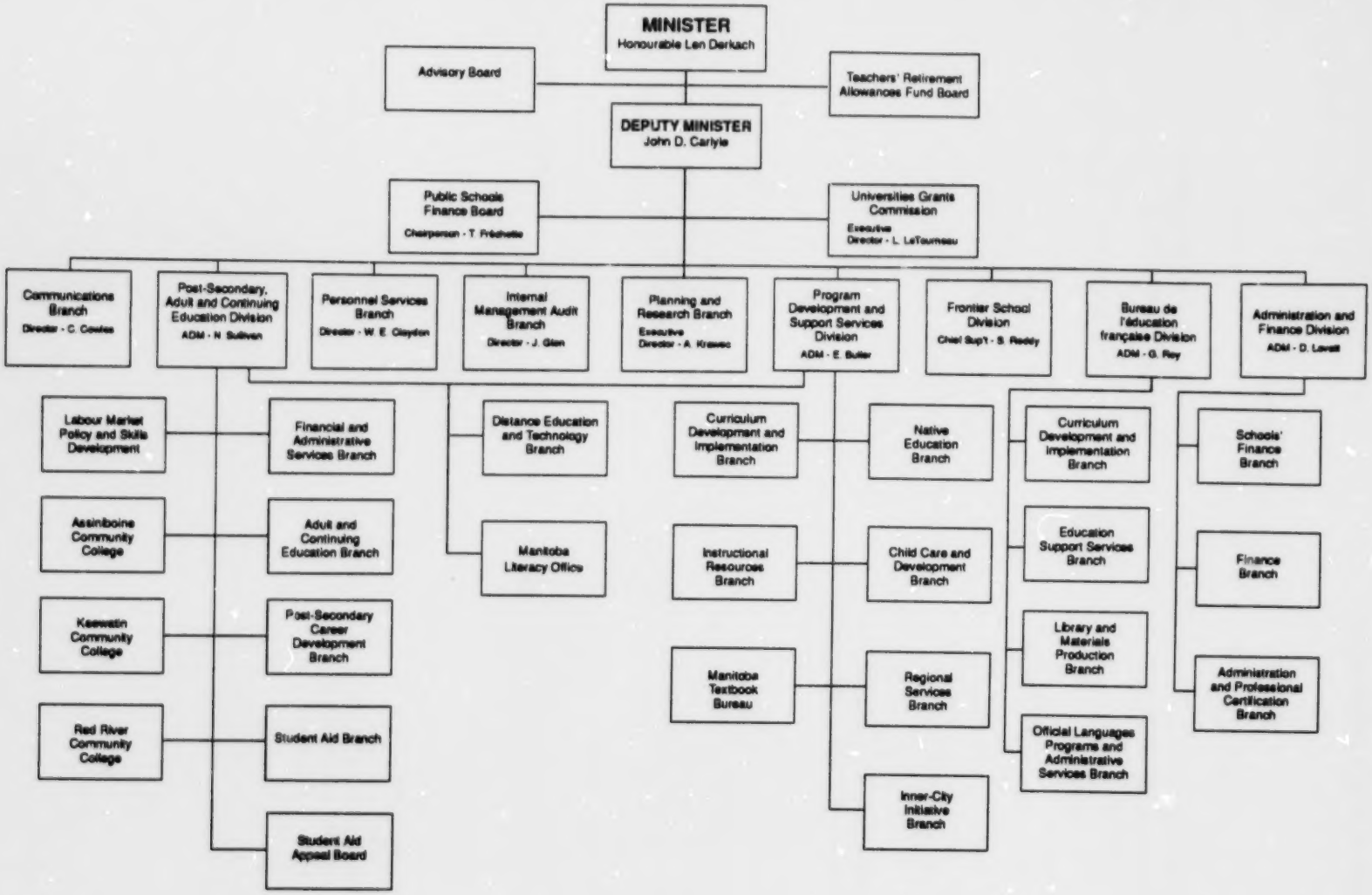
Organization Chart – Manitoba Education and Training



1989 –90

Administration and Finance Division

Executive Support

The offices of the Minister and the Deputy Minister provide additional compensation to which individuals appointed to Executive Council are entitled.

Educational leadership is also provided to Manitoba education systems which ensure the provision of high quality and equitable training and education programs together with support services.

In addition, administrative leadership is provided to the department to ensure the effective and efficient coordination and use of human and financial resources.

Planning and Research Branch

The Planning and Research Branch provides central planning and policy research functions for the Department of Education and Training, from Kindergarten through to postsecondary levels. The objectives of the branch are to increase the capacity of Manitoba's education and training system to respond to existing and emerging needs through effective policy and program decisions, and to facilitate a results–oriented management approach within the department.

Departmental Planning

The branch coordinates the department's cyclical strategic, mid–term and operational planning cycle. The branch worked with senior staff to prepare a strategic plan for the department for the period 1990 to 1994. This document outlines the overall direction of the department for the next five years, including departmental objectives and strategies for achieving these objectives. The branch provides support to departmental managers in operationalizing the department's strategic direction.

Policy Research, Analysis and Development

Through policy research and the analysis of trends, policies and programs, the branch provides information on questions and issues that are relevant to the education and training system. These offer a careful examination of the evidence to assist policy and decision making and to encourage debate and discussion.

The branch conducted policy research, development and coordination activities with respect to Manitoba's education legislation, statistical indicators, high school education, home schooling, the environment, sustainable development, immigrant accreditation, French language services, teacher supply and demand, independent schools, gifted education, staff benefits and staff appraisal.

Management Information

The Planning and Research Branch performs various functions that are directly related to the monitoring and improvement of educational programs and services and of student outcomes. The branch conducts program reviews and evaluations, analyzes data for management information, and assists in the establishment and maintenance of departmental data bases and information systems. Branch activities related to major policy and program issues give it a direct interest in the systematic collection and analysis of information. In addition to supporting decision making within the department, the branch provides consultative services to external education organizations upon request. The branch planned the development of a K to 12 student records system, collected and analyzed high school graduate data, reviewed Red River Community College's Business Administration and Structural Drafting programs, implemented a follow–up study of French Immersion graduates, and supported the Child Care and Development Branch in an ongoing evaluation of institutional programs and Inner City Initiative in an examination of the Training Resources for Youth (TRY) program.

Interdepartmental and Intergovernmental Liaison

The branch provides linkage and coordinates departmental activities with respect to various interdepartmental and intergovernmental undertakings. In 1989–90, Planning and Research liaised with the Council of Ministers of Education, Canada, Statistics Canada, the Decade of Disabled Persons, the Sustainable Development Coordination Unit, the Government Pensions Task Force, the Manitoba Council on Aging, and Health and Welfare Canada.

Expenditures by Sub-Appropriation

1 (a) Minister's Salary	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	20,500	1.00	20,600	(100)	(0.5)	

1 (b) Executive Support	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		9.00	318,600			
– Main Estimate Authority from General Salary Increase XXV			6,800			
Total Salaries	298,600		325,400	(26,800)	(8.2)	
Total Other Expenditures	191,900		67,100	124,800	186.0	1

1. Over expenditures were incurred as a result of increased operating expenditures for advertising/communcations, operating and office supplies as well as for salaries for positions filled on a secondment basis that are paid from operating funds.

1 (c) Planning and Research	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		10.00	412,300			
– Main Estimate Authority from General Salary Increase XXV			8,100			
Total Salaries	397,900		420,400	(22,500)	(5.4)	
Total Other Expenditures	60,000		88,900	(28,900)	(32.5)	2

2. The provision of external support for research activities was less than anticipated.

Personnel Services Branch

This branch, which reports to the Deputy Minister, assists departmental management in the delivery of programs by providing a comprehensive range of human resource management services including personnel and payroll service.

Services provided by the branch include recruitment and selection, staff relations organizational reviews, position classification analysis, employee performance evaluation, employee counselling, management and staff development, wage and salary administration and payroll.

This branch provides professional direction and support to the community college personnel units and direct personnel services to the remainder of the department.

The branch is also responsible for the coordination of the department's Affirmative Action program.

Expenditures by Sub-Appropriation

1 (d) Personnel Services	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		8.00	279,600			
– Main Estimate Authority from General Salary Increase XXV			2,600			
Total Salaries	275,600		282,200	(6,600)	(2.3)	
Total Other Expenditures	27,600		25,700	1,900	7.4	

Finance Branch

The branch provides functional expertise for financial plans, systems and processes within the department. Its activities include planning for control, reporting on performance, encouraging timely management decisions and appropriate corrective actions, the protection of assets and timely payments.

The branch's expected results include the existence of effective financial systems throughout the department and protection of the department's assets.

Internal Management Audit Branch

This branch provides the Deputy Minister and Manitoba Education and Training management with a broad based independent comprehensive audit of all departmental operations. The branch assesses the appropriateness of management processes and practices, adherence to legislative and administrative requirements and adequacy of financial reporting and controls. The branch issues its audit reports directly to the Deputy Minister and ensures appropriate follow–up action on its recommendations.

Expenditures by Sub-Appropriation

1 (e) Financial Services	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		42.26	1,579,400			
- Main Estimate Authority from General Salary Increase XXV			32,600			
Total Salaries	1,572,600		1,612,000	(39,400)	(2.4)	
Total Other Expenditures	67,800		83,500	(15,700)	(18.8)	3

3. Under expenditure is a result of miscellaneous operational cost savings.

Communications Branch

The Communciations Branch reports to the Deputy Minister and is responsible for the coordination of communications programs and activities for the department. Information on policies, programs and services is provided to the general public, the educational community, and the media. This is achieved either directly by the branch or through co–ordinated communications initiatives with divisions and their branches.

The branch was involved in the following activities:

- Published eight issues of *education manitoba*, the official publication of the department;
- Updated and published *Schools in Manitoba*, a directory of all schools in the province;
- Prepared a *Parents' Guide to AIDS Education in Schools* to provide parents with information about AIDS and the new AIDS curriculum;
- Published a *Special Education Manitoba* report that provides guidelines for the education of students with special needs in the public school system;
- Produced the 1988–89 *Annual Report of the Department of Education*;
- Assisted in the development of literacy materials including *Pathways for the Learner: A Strategy for Literacy for Manitobans* and *Recommendations of the Manitoba Task Force on Literacy* and provided support for the literacy awards competition for students;
- Prepared news releases, speaking notes and ministerial statements for the Minister announcing new policies and programs;
- Prepared speaking notes for departmental staff representing the Minister at public events;
- Coordinated all media requests, and the branch staff either responded directly to the enquiries or arranged for appropriate departmental spokespersons to respond;
- Coordinated departmental participation or assisted branches in special events such as the Career Symposia, Education Week, Teacher Appreciation Week, the Marshall McLuhan Distinguished Teacher Awards Program, Multicultural Book Fair, media campaign for Job Training for Tomorrow and the Globe '90 International Trade Fair and conference on business and the environment;
- Provided organizational support to the Manitoba Education Council on AIDS and to the Smoke Free Grads: 2000 Coordinating Committee;
- Coordinated approximately 200 departmental requests for translation of documents.

During the year, branch staff provided consultative services to all areas of the department in the development of communication strategies for their programs and initiatives. In addition, staff provided writing, editorial, design, media planning and public relations assistance and advice to staff throughout the department who were involved in communications activities supportive to their programs.

Expenditures by Sub-Appropriation

1 (f) Communications	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		6.00	223,500			
– Main Estimate Authority from General Salary Increase XXV			5,900			
Total Salaries	224,700		229,400	(4,700)	(2.0)	
Total Other Expenditures	100,100		105,300	(5,200)	(4.9)	

Administration and Professional Certification Branch

This branch provides administrative assistance and information on the education system to other branches in the department, school boards, teachers and the public in general. Its mandate also includes the certification of professional personnel in the school system.

Changes in Legislation

The Administration and Professional Certification Branch performs an interdepartmental coordinating role in the revision of legislation and regulations. Changing technological, social, and economic conditions require continual updating of statutes, regulations and policies.

Recent amendments to The Public Schools Act included a redefinition of the term "resident pupil", expansion of school board duties, definition of the democratic rights of school board, division or district employees, and greater accountability requirements for independent schools receiving public funding.

Amendments to The Education Administration Act now permit the Minister to inquire into any matter relating to the welfare of pupils enrolled in independent schools.

Many regulations were revised, notably those regarding allowable assessment differential, independent schools grants, education support levy and special levy, special revenue school districts, support to school divisions, remote school districts designation, teaching certificates and qualifications, and fees for post-secondary, adult and continuing education.

Professional Certification and Records

This section certifies professional personnel in Manitoba's school system. Teaching certificates were issued to 720 education graduates. In addition, 68 school clinician certificates were issued and certificates were granted to 192 teachers from other provinces and to 46 teachers from other countries.

Student Records

This section collects and maintains high school records for the province and issues official transcripts based on these records. A total of 1,174 high school achievement transcripts were issued and 345 out-of-province appraisals were issued.

Management Information Services

Management Information Services (MIS) coordinates computer services for the department, and for external clients. MIS also provides consultation services to clients using information technology.

The computer system installed is a Hewlett-Packard Series 3000, Model 70 which meets the current needs of the department. Standardization of equipment and sharing of files has resulted in an effective and efficient use of departmental resources. This system is utilized by all divisions within the department with the exception of Post–Secondary, Adult and Continuing Education (PACE).

Major clients and applications include the Public Schools Finance Branch, the Professional School Personnel System, the Bureau de l'éducation française, statistical analysis services, office automation services (electronic mail, calendaring and filing), test and questionnaire scanning and analysis. The department's English and French libraries provide electronic services using MIS facilities.

Boards and Commissions

Administration and Professional Certification Branch coordinates appointments to a number of statutory and non-statutory boards and commissions, and provides for the payment of expenses incurred in the operations of these boards and commissions. The branch is responsible for:

The Board of Teacher Education and Certification

The Board of Teacher Education and Certification is an advisory body to the Minister of Education and Training. It is composed of representatives of The Manitoba Teachers' Society, The Manitoba Association of School Trustees, The Manitoba Association of School Superintendents, the University of Manitoba, the University of Winnipeg, the Collège universitaire de Saint-Boniface, Brandon University, and the department. Its purpose is to advise the Minister on matters relating to teacher education and certification. It met five times in 1989-90, and made recommendations with respect to mandatory upgrading for teachers, status of the Board, regulations, terms of reference for the Provincial Evaluations Committee, and social work requirements for school clinicians.

The Provincial Evaluations Committee

The Provincial Evaluations Committee reviews, upon request, decisions made by the Professional Certification section pertaining to certification, salary classification and other issues with which the section is involved. During 1989, seven cases were heard during the course of two meetings.

The Certificate Review Committee

The Certificate Review Committee is a statutory committee which falls under The Education Administration Act. It reviews cases in which a teacher's or clinician's certificate is suspended by the Minister for any reason. The Minister may also refer any case to the committee in which a teacher's or clinician's certificate is to be reviewed. Nine cases were brought before the committee, three of which were concluded and six postponed pending court action.

The Minister's Advisory Board

The Advisory Board provides recommendations to the Minister on a variety of education issues. It met three times, and the topics considered included religious exercises, students at risk, home schooling, and the selection of learning materials.

The Board of Reference

The Board of Reference handles matters referred to it with respect to division and district boundaries. It deals with requests for land transfers between divisions, creation of wards within a school board, amalgamation of school districts within school divisions, making school division boundaries coterminous with the boundaries of a town, and enactment of regulations defining school division and district boundaries. Two hearings were held.

The Collective Agreement Board

The Collective Agreement Board is appointed to resolve questions arising from Part 8 of The Public Schools Act, and to certify a bargaining agent for a group of teachers. The Board was not required to meet this year.

There were no requests for the services of a conciliation officer to assist in arriving at a collective agreement, nor were there any requests for the appointment of boards of arbitration.

Statutory Responsibilities

Statutory responsibilities include the Blind Persons'and Deaf Persons' Maintenance and Education Act, the Education Administration Act, the Department of Labour Act (as it applies to training), the Public Schools Act, the Public Schools Finance Board Act, the Social Allowances Act (as it may apply to Vocational Rehabilitation), the Teachers' Pensions Act, the Teachers' Society Act, the Private Vocational Schools Act, the Universities Establishment Act, the Universities Grants Commission Act, the University of Manitoba Act and the Workplace Innovation Centre Act as per Schedule "E" Order-In-Council 478-89.

Expenditures by Sub-Appropriation

1 (g) Administration and Professional Certification	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		32.00	1,116,900			
– Main Estmate Authority from General Salary Increase XXV			25,400			
Total Salaries	1,093,200		1,142,300	(49,100)	(4.3)	
Total Other Expenditures	329,400		269,900	59,500	22.0	4

4. This over expenditure is due to increased costs of computer resource utilization and communication lines at the University of Manitoba, as well as increased maintenance costs.

2 Statutory Boards and Commissions	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Other Expenditures						
(a) Teachers' Retirement Allowances Fund	28,430,000		29,858,000	(1,428,000)	(4.8)	
(b) Other Statutory Boards and Commissions	29,900		30,000	(100)	(0.3)	
Total Other Expenditures	28,459,900		28,888,000	(1,428,100)	(4.8)	

Schools' Finance Branch

The Schools' Finance Branch provides the Public Schools Finance Board with accounting, administrative services and technical and professional support to enable PSFB to review and assess capital requirements of school divisions. In addition, administrative and financial support is provided to school divisions as well as grants to various educational organizations and independent schools.

The branch develops short and long–term plans for the provision of financial resources required in support of educational priorities, goals and objectives.

The Schools' Finance Branch performs estimating, disbursing and accounting functions related to the Government Support to Education Program. This includes an ongoing review and assessment of the Government Support to Education Program, the calculation and payment of grants to school divisions, the provision of accounting services to the Public Schools Finance Board, the provision of a pupil transportation system, and the review of policies related to all aspects of the capital program. In addition, the branch evaluates various grant requests from school divisions and educational organizations and administers the payment of the grants. The Schools' Finance Branch also provides calculation and payment of support to indepent schools.

The branch provides school divisions with accurate, timely and equitable financial and regulatory support and an efficient transportation program.

School divisions are kept advised of changes in funding and accounting requirements and are assisted as necessary in interpretation of grants and related accounting and administrative procedures. Also grants are paid promptly to educational organizations and independent schools.

Expenditures by Sub-Appropriation

3 Financial Support – Schools	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Other Expenditures						
– Grants/Transfer Payments						
(a) School Grants and Other Assistance	486,620,600		472,518,000	14,102,600	3.0	5
(b) Miscellaneous Grants	261,900		258,000	3,900	1.5	
(c) General Support Grants	15,763,400		16,000,000	(236,600)	(1.5)	
Total Other Expenditures	502,645,900		488,776,000	13,869,900	2.8	

5. Over expenditure is due to the removal of the Education Support Levy from farmland and higher than anticipated support to school divisions.

Program Development and Support Services Division

The mandate of this division is to provide leadership in the development, implementation and assessment of policies and programs related to the eight branches in the Program Development and Support Services Division. The branches are Curriculum Development and Implementation, Native Education, Child Care and Development, Instructional Resources, Distance Education and Technology, Regional Services, Inner City Initiative and the Manitoba Textbook Bureau. Distance Education and Technology is administered jointly with the Post-Secondary, Adult and Continuing Education Division.

In addition to administering these eight branches, the division provides services for Home Schooling and Independent Schools. Each of these areas is reported on separately on the following pages.

Home Schooling

Some 461 children were educated at home in Manitoba this year. The department has worked with parents of these children in helping them provide an education equivalent to that provided in a public school.

Independent Schools

Through the services of a departmental liaison officer, Manitoba Education and Training has continued liaison activities with 95 independent schools.

Expenditures by Sub-Appropriation

4 (a) Division Administration	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	152,600	4.00	163,600	(11,000)	(6.7)	
Total Other Expenditures	32,600		20,100	12,500	62.2	

Curriculum Development and Implementation Branch

The Curriculum Development and Implementation Branch is responsible for setting educational goals for Kindergarten to Grade 12, developing curriculum guides and support materials to attain those goals, promoting curriculum implementation by facilitating long-range planning, delivering in-service programs and coordinating services to schools; coordinating the establishment of vocational programming, reviewing learning materials to support Manitoba curricula, and providing curriculum assessment information as indicators of student achievement in selected grades and subject areas.

Organization

Consultants with responsibilities for specific subject areas work together in five teams organized on the basis of shared concerns: Human Development, Humanities: Math and Science, Heritage Languages, Vocational and Practical Arts, and Assessment.

Team leaders met on a regular basis to coordinate activities of the branch which included organizing about 2,000 workshops for approximately 13,000 teachers.

Two advisory bodies are involved in the cyclical process of development, implementation, assessment, and review of curricula: the Program Review Structure, composed of the Curriculum Policy Review Council and three program review committees, and the Joint Committee on Evaluation. The first body reviews and makes recommendations on program development and implementation, the second on assessment. Representatives in both instances are drawn from the Manitoba Teachers' Society, the Manitoba Association of School Trustees, the Manitoba Association of School Superintendents, post-secondary institutions, the community at large, and the branch.

Curriculum Policy Review Council

The Curriculum Policy Review Council and committees were involved in a variety of activities related to the school curriculum and its implementation. A number of details are reported under the individual subject headings that follow. Some highlights included:

- Reviewing curriculum development in Agriculture 200/201, Business Education, Gifted Education, and Science;
- Reviewing the implementation of AIDS Education and Family Life programs;
- Recommending the revision of Art Grades 5 to 8 to meet the needs of the middle years learners and also to provide a better linkage with the high school program;
- Reviewing the Social Studies assessment results;
- Studying time allotments for Early and Middle Years.

Early Years

The Early Years consultant has delivered 61 workshops to teachers, parents, and administrators throughout the province. The most frequently requested topics were Early Years Philosophy, Implementation of a Child-Centred, Activity-Based Program, and Observation and Evaluation in the Early Years.

In August, Early Years conferences were held in Birtle, Brandon, and Winnipeg. These three-day sessions focused on the implementation of the Early Years Sourcebook philosophy and provided a good start to the year for 350 educators.

The second video in the series being produced to assist with professional development for Early Years teaching was completed and is being used by teachers. The video, entitled *Managing the Environment*, shows a Grade 1 teacher and her class working in an activity-based environment. The Early Years consultant worked with the editor of *Education Manitoba* to produce the February issue of the magazine which featured Early Years.

Development of the Early Years Sourcebook for teachers of Grades 3 and 4 has been one of the areas of focus during this past year. Work continues on this document.

The collaboration between the Early Years consultants in Curriculum Development and Implementation Branch, Child Care and Development, Native Education, and the Bureau de l'éducation française continues to provide strong leadership and cohesive activity in the area of Early Years education in Manitoba.

Guidance and Counselling

Highlights of activities performed in the Guidance and Counselling area were a presentation of 11 regional and local workshops on child abuse, a presentation of 11 in-services on the Grades 7 to 12 AIDS Education program, and facilitation of the Summer Institute on Elementary School Counselling. Consultants from Guidance and Counselling also chaired the planning committee for a three-week Summer Institute on Counselling and Teaching in a Multicultural Context, and provided departmental representation on the planning committee for the Conference of Canadian Association for Community Education, on the Provincial Advisory Committee on Child Abuse, on the Manitoba Impaired Driving Counter-Measures Committee, on the Manitoba Education Council on AIDS and chaired the Alcohol and Drug Abuse Prevention working group. Six workshops were delivered on classroom conflict resolution and the guidance services in the Souris Valley School Division were evaluated and reviewed.

Health Education

Assisting school divisions and teachers with the implementation of the six core units and the optional units of the curriculum continued to be a focal point. Five three to five day Family Life Education teacher training sessions were held with approximately 150 participants. Workshops continued in Drug Education, Social-Emotional Well-Being, and Dental Health.

The new AIDS Education initiative was released in November. Curricula from Grades 5 to 12 have been made available and are now implemented province-wide. Thirty-eight in-service sessions in AIDS Education to introduce the new curricula were given on a regional basis.

Drug Education continues to be a priority with an interdepartmental working group presently in progress.

Liaison was maintained with a number of organizations dealing with matters of health, including the Minister of Health's Advisory Committee on AIDS, the Minister of Health's Advisory Network (Task Force on Health Promotion), the Manitoba Education Council on AIDS, the Federal Centre on AIDS, Health and Welfare Canada, the National AIDS Strategy, and the Council of Ministers of Education, Canada AIDS Seminar.

Home Economics

The emphasis continued on regional orientation and implementation sessions for the 1988 senior high curricula in Family Studies, Food and Nutrition, and Clothing, Housing and Design. Other specialized workshops were provided on outdoor survival, adolescent nutrition, international issues in clothing, textiles, fabric arts, child development, and parenting. Twelve sessions with 400 participants were given.

Extensive consultation services were provided to both school divisions and the Public Schools Finance Board regarding eight new establishment projects and several renovation projects.

Liaison with other agencies and organizations interested in Home Economics education was maintained including the Manitoba Home Economics Teachers' Association and the Faculty of Human Ecology, and the Faculty of Education, University of Manitoba.

On matters related to establishment grants, replacement grants and facilities planning, the Home Economics consultant continued to serve in an advisory capacity. This function included visits and meetings with school division personnel, architects, and the Public Schools Finance Board regarding facility recommendations.

The consultant represented the department at the Symposium on the Family conference held in Regina, and was the keynote speaker for the Manitoba Association of School Trustees Leadership Sessions at six locations in Manitoba.

Middle Years

Planning assistance for implementing Middle Years programming was given in the Lord Selkirk, Evergreen, Kelsey, Western, and Fort Garry school divisions, as well as nine divisions comprising the Western Regional In-Service Education Committee.

Workshops on general Middle Years education, on cooperative learning, exploratory courses, study skills, and integration were delivered to teachers and parents. Half of the consultant's time was devoted to developing mathematics in-service sessions for Middle Years teachers.

Physical Education

Major projects and initiatives supported by the department included Quality Daily Physical Education Phase I leader training, Student Leadership and Trainer Workshops, National Intramural Conference (CIRA XI), Fair Play and Youth Sport Conference, provincial workshop on Movement Design, Canada's Fitweek, Junior Olympics educational program, and the Manitoba Outdoor Education Association winter workshop. Networking remains strong.

Professional development consisted of workshops on Special Needs, Affective Domain, Computers in Physical Education, Manitoba Schools Fitness, Obesity/Hypoactivity, and a diversity of Early and Middle Years activities. Special Needs workshops garnered a significant number of participants as did intramural programming.

Assistance was provided to the Manitoba High School Athletic Association for publications and the TARGET Drug Awareness Program, the Manitoba Physical Education Supervisors Association to survey the interscholastic scene, the Manitoba Physical Activity Council to assist with the development of a directory of resources, the Canadian Intramural Recreation Association-Manitoba to promote Student Leadership, and the Manitoba Physical Education Teachers Association for support of Special Area Groups, Quality Daily Physical Education, and other projects.

The development of physical education curriculum support materials commenced, including a revision of *Beyond the Classroom* (an outdoor education guideline), *Basic Movement Skills* (K to 3), and *Evaluation.*

Gymnasium construction and renovation consultation was provided to the Public Schools Finance Board, to school division administrators, architects, and equipment suppliers.

Art

Implementation and resource development formed the major focus for art education. Programs and activities included workshops and professional development sessions on K to 12 art curricula, Continuing Resource Kits Development project for K to 6 programs, Summer Arts Institute held at the University of Manitoba, participation on committee to develop guidelines for integration of trainable mentally handicapped students into secondary art programs, development of *Art Education Guidelines* for K to 12 teachers and administrators, assistance in development of Art 101 Distance Education pilot program and assistance to teachers requesting information and resource materials.

Computer Education

An extensive in-service training program was designed to support divisional implementation of Grades 5 to 9 Science. This training program consisted of three parts: technology (three days), implementation (two days), and follow-up (one day). Seventy-five educators enroled.

Courseware evaluator training was conducted for 46 Early Years educators. Subsequent evaluation of Early Years courseware was begun. To date, 146 products have been screened and 54 reports have been completed.

Courseware evaluation continued for Grades 5 to 9 Science and Social Studies. Evaluation was completed for 82 Science and 37 Social Studies programs.

English Language Arts

Two mini courses on Children's Literature were taught for Frontier School Division and Flin Flon School Division. Delivery was provided through Distance Education.

The *Drama 105, 205, 305* curriculum guide will be distributed during the spring of 1990. The Senior Years English Language Arts Committee has completed writing a document to support the Grades 9 to 12 curriculum. This Senior Years support document is currently undergoing editorial revision; distribution is expected in the fall of 1990. Committee work on writing and coordinating the Grade 12 Writing Evaluation Portfolio is nearing completion; the interim portfolio will be available in 1990.

Implementation of the curriculum and teacher professional development continued to be a priority with a strong emphasis on consultant field work. In-service opportunities were provided by curriculum consultants throughout Manitoba. Consultants also assisted school divisions in obtaining presenters for additional in-service sessions, supported action research projects, forwarded a wide variety of material requested by teachers and administrators, arranged classroom visitations for teachers, consulted with teachers in their classrooms, reviewed a wide variety of instructional materials, and conducted information sessions for parents.

English Language Arts consultants continued to work collaboratively with divisional consultants, professional organizations, other subject consultants, and various branches of Manitoba Education and Training. This involvement included planning for the upcoming First National Conference on Writing and for the Summer Writing Institute.

Preliminary work is underway to prepare for the review of K to 12 language arts materials.

Gifted Education

Challenge: Sourcebook for Gifted Education was released for distribution by the Minister of Education and Training. A copy of the sourcebook was mailed to each school in the province. A committee of educators working in the area of Gifted Education began the development of a handbook on gifted education for parents. This will be released in 1990.

In addition to the special project already in operation in 11 divisions in the South Central Region, a similar project was undertaken (again in conjunction with Regional Services) in the Interlake-Southwestern Region. This project involved five divisions.

A draft of Policy and Procedural Guidelines for Gifted Education was prepared for consideration by the Minister of Education and Training.

Approximately 25 in-services were given and six others were arranged. A mini course of six sessions was taught, through the Distance Education and Technology Branch, to 80 teachers in the Frontier School Division.

Mathematics

The *Mathematics 304, 301, 300* and the *Calculus 305* curriculum documents were completed with distribution scheduled to be distributed in September 1990.

The K to 4 and 5 to 9 Mathematics Revision Committees were established to review the K to 8 Mathematics curriculum and to produce revised documents suitable for the 1990s.

A draft was completed of the *10 to 12 Mathematics Problem Solving Handbook* with distribution anticipated for the fall of 1990.

Ongoing services to the field included provision of in-services, identification of resources, increased availability of information relating to curriculum revision and changing instructional strategies.

Science

The K to 4 and 5 to 9 Science curriculum committees have continued the revision of the K to 9 science program.

The design of the revised curriculum included increased emphasis on problem solving, the identification of computer courseware, integration of concepts on energy and the environment, and components involving science, technology, society and sustainable development. Committees continued to identify and evaluate computer support materials and to select materials for the K to 9 program. Development of the Grade 7 science textbook and teacher resource manuals, using Manitoba authors, was started.

The K to 12 Science Steering Committee continued to monitor the progress of the K to 9 science revision.

Regional and provincial in-services were organized at the senior high, junior high, and elementary levels, highlighting such topics as earth science, safety in science, science-technology, and new developments in biology. Workshops at the elementary levels provided information on science processes and evaluation.

In cooperation with the Ministry of State for Science and Technology, elementary in-services were provided throughout the province through a public awareness program called "Science Caravan". The programs were designed for elementary teachers, administrators, and interested community groups.

The in-service topics included: science processes, living things in the classroom, science for administrators, evaluation of activity-based science, science fairs, use of themes, and science and language.

In-service programs for teachers were coordinated with the assistance of organizations such as the Canadian Geo-Science Council of Canada, Manitoba Museum of Man and Nature, Manitoba Teachers' Society Special Area Groups, and various post-secondary institutions in the province.

Liaison with the Regional Services Branch was maintained regarding science in-service projects in the South-Central, Parklands, and Northern Regions.

As a result of the continuing priority of the Public Schools Finance Board to construct and renovate science facilities in the schools, science laboratory classrooms were upgraded to reflect safety changes such as the inclusion of eyewash fountains, deluge showers, and proper ventilation.

Social Studies

With the exception of the Grade 12 courses, all curriculum guides have been finalized with corresponding approved and supplementary resources identified in the Manitoba Textbook Bureau catalogue.

Consultations were held with the publisher of the Grade 7 text to revise and update it. A new text, *Canada's Ordinary People*, has been approved as an alternate text for the Grade 6 course. Also, consultations with Prairie Farm and Rehabilitation Administration and the two neighbouring western provinces continued with regard to developing student resources on soils for Grades 7 to 10.

A curriculum guide for a course on agriculture was developed for senior years students, to be field tested in the 1990-91 school year. The writing of student resources for this course was begun.

Division and district school-generated workshops were held in various parts of the province focusing on a variety of social studies topics. New learning resources were reviewed and identified in the Manitoba Textbook Bureau catalogue.

Consultants were directly involved with Manitoba high school students through the coordination of "Interchange on Canadian Studies/Échange sur les études canadiennes", the national student exchange project.

Women's Studies

Activities included assistance in the development of the *Women in Science* video series, workshops on women in the trades and in career development, a conference for educators on women in science, the publication of *Positive Images of Women* resource book, participation on task force to study credit for prior learning and assistance to teachers requesting information about programs and resource materials.

English as a Second Language

This year, there were 3,080 immigrant students at the K to 12 levels who were eligible for special English language development support. This represents an increase of 480 students over 1988-89. In addition, 500 Hutterian students in K to 2 received special support for English language development.

Departmental activities included consultative services to school divisions in the areas of program development, material selection, and teacher in-service. The primary focus of all English as a Second Language programs is the integration of immigrant students into the mainstream of the school.

Heritage Languages

Nine core and three bilingual heritage language programs are currently offered in Manitoba schools. The final draft of the Chinese 1 to 12 program has been finalized and required portions are presently being translated; all other core programs have approved curricula.

Curriculum development for K to 6, has also been completed for the three bilingual heritage language programs. Interim drafts are being developed for Grades 7 to 9 and 10 to 12. Currently, the English-Hebrew program is being offered from K to 8, the English-German from K to 9, and the English-Ukrainian from K to 11.

The revisions to the core for German curricula for Grades 1 to 6 and 7 to 12 were completed.

Nine teachers of German participated in a four-week German language and culture program in Germany. Twenty-two Grade 11 students participated in the annual exchange program with Germany.

The West German government continued its support of the German language program with materials and the services of a full-time consultant for German.

The implementation of the Grades 1 to 6 Ukrainian Language Arts curriculum has begun. Teacher orientation and feedback sessions have been conducted. The Grades 7 to 9 Interim Guide provides program continuity in Ukrainian Language Arts.

The following subject area guides are being translated into Ukrainian for use in Grades 1 to 6 of the bilingual program: Social Studies, Health, and Physical Education.

In addition, over 600 students received up to three high school credits for proficiency in one of more than 60 heritage languages, under the Special Language Credit Option.

Over 200 workshops, involving 4,000 teachers, were conducted by consultants in this area, and over 2,000 consultations were handled by telephone and personal visits.

Consultants in this area also continue to participate in intra-provincial and inter-provincial activities. These include inter-school exchanges, inter-provincial meetings, inter-provincial development of programs, and liaison with various government departments.

Multicultural Education

Activities have involved working with individual schools, school divisions, and teachers to facilitate successful implementation of multicultural initiatives. The emphasis has been on developing appropriate in-service models to assist school divisions in implementing multicultural education in general and in reducing prejudice and discrimination. Specific activities included co-sponsorship, with the Department of Educational Administration and Foundations, University of Manitoba, of a summer course for teachers on multicultural/cross-cultural education, development of an Early Years resource package for teachers to assist them with the multicultural reality of their classroom, development of a series of workshops that deal with specific issues in multicultural education, delivered on a regional, divisional or home basis, establishment of an inter-branch liaison committee to address multicultural issues within the department on a multi-branch level, ongoing coordination of Multicultural Week activities and consultative assistance to school divisions and ongoing liaison with provincial government departments in the development of local multicultural policies and race-relations guidelines.

Vocational and Practical Arts

Vocational and Practical Arts education included the areas of: Vocational Industrial Education, Business Education, Industrial Arts Education, Work Education, Career Development, Special Needs Education 7 to 12 (Occupational Entrance Course, Developmental Education, Trainable Mentally Handicapped Education), and services for Canadian Jobs Strategy projects. A team approach to coordinating these areas was undertaken by a program coordinator and five curriculum consultants. Through this team, the branch offered services to schools in alternative programming for some students and supplementary programming for all students at the Grades 7 to 12 levels.

The team made use of its specialists to assist schools in making better use of existing resources (facilities, staff, and curricula) and to provide more meaningful education, particularly for the greater number of students not intending to go to university after graduation.

Business Education

Business Education continued to provide school-based, divisional, regional, and provincial workshops for teachers of typewriting, accounting, data processing, consumer education, and marketing. Support materials for computer-based courses were reviewed and hands-on workshops were offered as orientation sessions on appropriate materials. Limited school visitations to northern, rural and urban schools were conducted.

Consultative services were provided to school divisions and the Public Schools Finance Board as requested for capital projects.

Development of a revised curriculum for Business Education proceeded. Three course-specific working parties were established to deal with the recommendations of the Business Education Steering Committee. These three working parties have been charged with developing new curriculum guidelines that will move the Business Education instructional area into the Computer area.

Liaison with the Vocational/Practical Arts team, universities, colleges, professional associations, and other government departments was maintained. Special emphasis was placed on the areas of law, consumer education, and computer competency.

Career Development

Career Development services to schools included seminars and workshops held throughout the province on a variety of topics: computerized career planning, job search strategies, implementing career development programs in small schools, developing a career resource centre, job shadowing, and women in non-traditional careers.

The Career Symposia held in Winnipeg, Brandon, and Flin Flon continued to act as catalysts for school-based activities in career development. The symposia provided an opportunity for about 35,000 students to speak directly with representatives from business and industry about prospective careers.

Industrial Arts

Industrial Arts consultation services were provided for 151 schools. Emphasis was placed on the regional orientation and implementation sessions for new curricula in senior high school Drafting, Electricity and Electronics, Graphics, Metalwork, Power Mechanics, and Woodwork. Other specialized workshops were provided on an invitational basis for: computer-aided design and drafting, screen printing processes, problem solving, lithography and process photography, and computerized engine control systems.

Materials review committees were established to deal with recommendations of texts and other resources for junior and senior high Industrial Arts.

Extensive consultation services were provided for both school divisions and the Public Schools Finance Board regarding five new establishment projects and 19 renovations projects.

Liaison with the Vocational/Practical Arts team, teacher training programs, teachers' professional organizations, and other government departments and agencies was maintained.

Special Needs Education

Services to schools for Special Needs Education were subsumed under the other responsibilities of the team. In particular, Vocational Industrial Education, Work Education, Business Education, Industrial Arts Education, and Career Development services made special references to program strategies suited to special needs students.

Other areas of the branch (social studies, mathematics, science, and language arts) also extended their services to schools to assist special needs students.

Curriculum for slower (Occupational Entrance Course) learners became less appropriate as more mainstreaming is preferred by schools.

Vocational Industrial Education

Vocational Industrial services to schools included school-based visitations and divisional and provincial workshops.

In preparation for new technologies, consultants prepared recommendations which dealt with funding, program criteria, program composition, articulation with colleges, shared use of facilities, adults in high schools, and new technological upgrading for schools through replacement allocations and new programs.

The Vocational Industrial Steering Committee continues to provide advice to the branch about the role of vocational education at the secondary level, funding, the upgrading of technology to deliver programs, work education, adults in high schools, shared use of resources, promotion of vocational programs and linkages with senior high school industrial arts.

Consultant services were offered in provincial workshops on Cosmetology, Food Services, Power Mechanics, Welding and Machining, Visual Communication, Human Services, and Electronics. A provincial workshop for the administrators of vocational schools was sponsored by the department.

Liaison was maintained with colleges, other jurisdictions in Manitoba Education and Training, other departments of government, the Public Schools Finance Board, the Vocational and Practical Arts team and school divisions. Special efforts to resolve problems with Workers' Compensation coverage, High School Review recommendations, funding patterns, technology upgrading, and programming mandates resulted in frequent meetings with a wide variety of agencies.

Curriculum development in Electronics was completed for the pilot stage. Criteria for pilot implementation of the curriculum and provision of special equipment were developed. The "HUB" concept of having all students taking vocational and academic courses related to electronics use the new curriculum and facilities was introduced in one school.

Schools were encouraged to develop an exploratory multi-disciplinary vocational approach for a student's first year in the Vocational Industrial program. This was an extension of the Vocational/Practical Arts team efforts to encourage better use of existing resources (curricula, staff, and facilities). A pilot project using distance education was delivered for Carpentry.

The approval of Canadian Jobs Strategy projects for school divisions continued to be the responsibility of the branch. Consultant services were provided for school divisions which planned to apply for this federal support and the 26 projects underway were monitored and assistance was provided.

To date, the federal government has committed $3,300,000 to the various projects, of which $2,400,000 has been expended.

The first four projects will come to the end of their funding period in the fall of 1990.

Work Education

Consultants using a team approach, organized a provincial consultation on the "Transition from School to Work". Emphasis was placed on enhancing educator awareness of the importance of work education and networking among each other to facilitate the development of programs in smaller and rural schools.

Assessment

Final and summary reports of the 1988 Writing Assessment that highlighted findings and recommendations were completed.

The second provincial assessment of social studies was conducted in May at the Grades 4, 8, and 10 levels. Preliminary reports summarizing provincial results were distributed to schools in early fall.

Development work on tests for the 1990 Science Assessment (Science/sciences naturelles 100, Biology 200, Physics/physique 300) was completed.

Manitoba undertook to participate in two external testing projects: the Second International Assessment of Educational Progress in science and mathematics at age 13 and the Council of Ministers of Education, Canada achievement indicators project.

Assessment consultants made a number of presentations and coordinated in-services and workshops at the request of local educators. These included topics on test construction and analysis, and on evaluation.

Teacher Exchange

Manitoba Education and Training, through the Curriculum Development and Implementation Branch, coordinates the teacher exchange program in Manitoba.

The program is advertised in *education manitoba* and other educational organizations' newsletters and journals; orientation programs are held annually for teachers going on exchange; liaison is maintained with the Manitoba Exchange Teachers' Club. The department is the official body responsible for exchange teachers while they are in Manitoba and is the contact for Manitoba teachers abroad.

A total of 13 teachers participated in the teacher exchange program: eight with Great Britain, one with West Germany, one with the United States, and three with Australia.

Publications

Assessment

CAST (Curriculum Assessment Support Materials for Teachers)

La banque d'instruments de mesure en sciences humaines:

- 5e année
- 6e année

Social Studies Preliminary Reports:

- Grade 4 English
- Grade 8 English
- Grade 10 English

Social Studies Assessment Tests, Manuals, and Scoring Keys:

- Grade 4 English
- Grade 8 English
- Grade 10 English

English Language Arts

- Drama 105, 205, 305

Gifted Education

- Challenge: A Sourcebook for Gifted Education

Health Education

- AIDS Education Grades 5 and 6
- AIDS Education Grades 7, 8, and 9
- AIDS Education High School
- A Parents' Guide to AIDS Education in Schools

Heritage Languages

- Resource Manual 1989-90: A Guide to Programs and Services of the Ukrainian Cultural and Educational Centre

Multicultural Education

- Multicultural Education Resource Book K to 4
- Multicultural Education Resource Book 5 to 8
- Multicultural Education Resource Book 9 to 12
- Multicultural Education Resource Book: Physical Education

Physical Education

- The Affective Domain in Physical Education
- Physical Education for Students with Special Needs

Science

- K to 4 Science (Pilot)
- 5 to 8 Science (Pilot)
- 9 Science (Pilot)

Social Studies

- Social Studies Grade 10

Vocational Industrial

- Electronics 103, 203, 303 (Pilot)

Women's Studies

- Positive Images of Women

Posters

- Multicultural Week 1990 Poster: "Together We Can Break Barriers!"/"Vivre Sans Frontières"

Brochure

- Government House

Miscellaneous

- Curriculum Bulletin
- Recently Approved Textbooks with Annotations 1990-91
- Special Language Credits Package 1989-90

Expenditures by Sub-Appropriation

4 (b) Curriculum Development and Implementation	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	2,242,900	53.06	2,261,900	(19,000)	(0.8)	6
Total Other Expenditures	1,267,500		1,140,700	126,800	11.1	6

6. Secondment salaries are budgeted in salaries but paid from other expenditures. The resulting under expenditure in salaries was offset by General Salary Increases and lower than anticipated turnover savings.

Native Education Branch

The Native Education Branch's mandate is to coordinate the planning, development and implementation of department programs designed to serve the needs of Native students on an ongoing basis. It helps meet the educational needs of Native students, and assists non-Native students and teachers in developing an understanding of cultures which differ from their own. The branch works with teachers, administrators, parent and community organizations and other government agencies to provide programs and support services. Native children, who come from unique cultural and linguistic backgrounds, represent one of the fastest growing segments of the Manitoba school population.

Native Awareness

This year, 60 Native Awareness in-services and workshops were organized in 20 divisions throughout the province to provide over 2,100 teachers, students and parents with information about Native culture, heritage, and contemporary society. Resource materials completed for classroom follow-up activities included *The Tipi, Games* and *The Clan System*, while *Women of the North* and *The Forks* video productions were begun.

Native Studies

Since it is important that all students have the opportunity to learn about aspects of Native societies, views, and values, the Native Education Branch continued its development and piloting of a Native Studies Sourcebook in 10 provincial schools. Publication is scheduled for the fall, and will provide background information and suggested learning activities for K to 12 classrooms.

The branch also continued to review and recommend appropriate curriculum support materials which are displayed in the Native Education Branch Resource Centre. Over 150 teachers, students and community members visited the Centre in person, or requested information about resources by phone or letter.

In addition, 85 teacher in-services and student workshops, involving 2,500 participants, were organized in 10 school divisions. They emphasized the Native Studies pilot project, and integration of topics and resources into provincial curricula.

Native Languages

This fiscal year, the Native Education Branch focused its Native Language program activities on professional development and training for Native language teachers. The branch organized a two-day Language Workshop, attended by 30 teachers from across Manitoba, and provided instructors for a week-long methodology course offered under the University of Manitoba's Native Language Certificate program. As well, 32 language workshops involving 840 educators, parents and students, were conducted to disseminate information on programs, resources, and instructional methods.

High school students who are fluent in a Native language are eligible for course credits if they successfully complete tests prepared by the branch. This year, 400 students qualified for credits in Cree, Ojibwe, Dene, and Dakota.

English Language Development

To address the need for enhanced English language skills for students who speak a Native language or a non-standard English dialect, the Native Education Branch provided planning and implementation assistance to 33 divisions funded under the $3–million English Language Development Program. Other activities included delivery of 19 in-service sessions for 420 educators to highlight language development strategies and resources. The publication of *The Crying Christmas Tree* (with Pemmican Publications) was completed, while development of *Voices, Two Pair of Shoes*, and a video production featuring Native writer Jordan Wheeler was initiated.

Career Guidance Counselling

In recognition of the need to increase Native students' participation in high school, post-secondary education and training programs that lead to satisfying careers, the Native Education Branch provided career awareness information and resources to schools across the province.

Along with the Aboriginal Career Awareness Committee, the Native Education Branch organized 14 Career Awareness sessions in eight different school divisions, as well as displaying career information at 10 conferences during the year including the Manitoba Career Symposia in Brandon and Winnipeg.

Early Childhood Education

Branch activities were focused on school and community workshops in 12 divisions, aimed at building partnerships between educators and parents. The Native Education Branch also coordinated a committee to draft the *Handbook for Native Parents*, as well as assisting with Manitoba Education and Training's Early Identification Program.

Native Educators' Conference

Five hundred and fifty Manitoba educators and community representatives attended the Tenth Annual Conference organized by the Native Education Branch. In addition to a keynote address, 25 other sessions relating to Native education were offered.

Expenditures by Sub-Appropriation

4 (c) Native Education	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	565,000	14.00	605,600	(40,600)	(6.7)	
Total Other Expenditures	177,200		185,000	(7,800)	(4.2)	

Child Care and Development Branch

The Child Care and Development Branch coordinates the implementation of the provincial policies and program directions of Manitoba Education and Training in special needs programming through the delivery of an integrated and comprehensive psycho-educational and special education service delivery system serving children with a range of exceptional learning needs in the province. The services include special education services, clinical support services, services for the hearing and visually impaired, the Manitoba School for the Deaf, the Diagnostic Support Centre and Special Materials Services.

Centrally based services of the branch provide specialist support and services for children with special needs to all school divisions and districts in the province. These services include:

1. Consultative services in special education;
2. Early identification and education programming;
3. Services for the visually impaired and the multisensory handicapped;
4. Vision screening program;
5. Services for the hearing impaired;
6. Diagnostic Support Centre;
7. Special Materials Services.

Regionally based inter-disciplinary teams consisting of speech and language clinicians, psychologists, reading clinicians and consultants of the hearing and visually impaired operate in the Interlake, South East, South Central, Parkland/South West and Northern regions of the province, providing support to specific school divisions and districts within these regions.

A formal policy document on special needs education in Manitoba was published and circulated to all school divisions and districts.

Centrally Based Services

Consultative Services in Special Education and Behaviorally disordered students

Seven special education consultants provided consultative services to school divisions in the following areas: the special class programs; programs for adolescent slow learners; programs for handicapped students, including the provision of special equipment for hearing impaired, visually impaired, orthopedically handicapped and severely multi-handicapped students; programs for autistic, emotionally disturbed and behaviorally disordered students; consultative services in special education to Franco–Manitoban and French immersion schools, and in early childhood education.

Early Identification and Education Programming

The branch continues to provide early childhood and special education programming services. The primary goal is to facilitate the observational and diagnostic teaching skills of all divisional personnel involved in programming for young children with special needs. The consultants collaborate with school division personnel and parents in the early identification and programming process for young children.

Services for the Visually Impaired and the Multi-Sensory Handicapped

The branch provided direct instruction and consultative services for blind and visually impaired students through the employment of seven consultants for the visually impaired. The services included the provision of special equipment, braille materials, large print books and audio tapes. The branch increased support to community based programs for multi-sensory handicapped students.

Vision Screening Program

The branch continued to support the vision screening program in all school divisions in Manitoba.

Services for the Hearing Impaired

The branch continued to provide a range of services for the hearing impaired. As members of regional teams, seven consultants for the hearing impaired provided direct instruction and consultative services for hearing impaired students throughout the province. This community–based service facilitates the attendance of hearing impaired students in their home school division or district and supports the home school and child's family in providing for the child's special needs.

The Manitoba School for the Deaf serves profoundly deaf children who would benefit from a special school placement. The Winnipeg–based school program provides a total communication approach which involves the spoken word plus sign language and finger spelling. The school strives to give hearing impaired students competence in the core school subjects, to begin to prepare them for a vocation, to give them a sense of self-worth and confidence in their ability to function in society with both deaf and hearing people.

The School provided opportunities for computer assisted learning to maximize the visual learning mode and continued the process of providing specialized course work in American Sign Language and Deaf studies. American Sign Language was also offered to parents and siblings at evening sessions.

A semester system was introduced to facilitate the teaching of credit courses at levels equivalent to the regular Manitoba high school curriculum.

During the 1989-90 school year, a total of 90 students attended (75 day students and 15 residential students).

The integrated programs during the school year included 10 students at Grosvenor Elementary School, four full-time students at Laidlaw School, five students at Shaftesbury High School, five students at R. B. Russell School and six students at the South Winnipeg Technical Centre for vocational training programs.

Diagnostic Support Centre

The Diagnostic Support Centre provides intensive diagnostic procedures, program development and teacher training support to school divisions in developing effective educational programs for students with the most severe learning problems.

The staff work together with divisional administrators, parents and school personnel to develop services and programs for students who are referred to the Centre. Through cooperative effort, community based teams are developed and teaching personnel are trained to implement effective school based programs in the child's home, school and community.

Special Materials Services

Special Materials Services supports the education of print handicapped K-12 students, i.e. visually impaired and physically and learning disabled, by providing print materials in alternate formats, including audiotape, braille or large print. This is accomplished by maintaining and circulating a provincial collection, cooperating with other provinces as well as other countries to share resources, and when titles requested are not available, considering them for production. Titles are loaned to teachers of print-handicapped students for the school year. Some services are being extended to post–secondary students attending community colleges and universities.

Regionally Based Services

The branch continued the provision of regional clinical services. The field staff provided direct and collaborative support services to students, teachers and parents. Ongoing professional development activities played an important role in helping prepare teachers and administrators to meet the educational needs of exceptional children in the schools. In all regions the educational support teams assisted school division personnel in the identification of and programming for students with low incidence handicaps and provided case–specific professional development opportunities for the persons working with these students. The services were provided in the following regions of the province.

Northern Region

This region includes school divisions and districts north of the 53rd parallel: The Pas, Flin Flon, Snow Lake, Thompson, Leaf Rapids, Lynn Lake and Churchill. These school divisions and districts, serving approximately 10,000 students, received consultant services in speech and language development, psychology and services for the hearing impaired. The region is staffed by a regional coordinator, three speech and language pathologists, three psychologists, one consultant for the hearing impaired and one support staff, who provide shared clinical core support services.

Parkland/South West Region

This region includes the school divisions of Turtle River, Dauphin-Ochre, Intermountain, Duck Mountain, Swan Valley, Pelly Trail and Birdtail River, and has a population of approximately 15,000 students. Commencing September, the Antler River and Turtle Mountain School Divisions, with a combined student population of approximately 2,800 students, received clinical support services from the branch.

The region is staffed by one regional coordinator and 17 staff positions based throughout the region. These are six psychologists, six speech and language pathologists and two support staff. Three consultants for the hearing impaired provided services to all the divisions in the Parkland/South West Region and the Brandon School Division.

South Central Region

This region includes the school divisions of Garden Valley, Midland, Mountain, Pembina Valley, Pine Creek, Portage la Prairie, Tiger Hills, Western and White Horse Plains. The area is primarily rural and has a population of 16,000 children spread over an area of approximately 10,000 square miles.

An inter-disciplinary staff consisting of a regional coordinator, six speech and language pathologists, five psychologists, one reading clinician and one consultant for the hearing impaired provide clinical and consultative services within the region. Itinerant services from consultants for the visually impaired are provided.

Interlake Region

This region consists of the school divisions of Interlake, Evergreen and Lakeshore. The staff providing services to the 7,200 students in the region consists of a regional coordinator, three psychologists, three speech and language pathologists and a consultant for the hearing impaired.

South East Region

This region consists of the school divisions of Boundary, Hanover, Morris-Macdonald, Red River, Rhineland, Seine River, and the Consolidated School District of Sprague. The 16,000 students are served by six speech and language pathologists, five psychologists, one consultant of the hearing impaired, and two reading clinicians.

Through a special arrangement with Frontier School Division, the branch continued to provide the services of a psychologist and speech clinician to such communities as Berens River and Wanipigow.

Expenditures by Sub-Appropriation

4 (d) Manitoba School for the Deaf	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	2,472,500	69.44	2,565,200	(92,700)	(3.6)	
Total Other Expenditures	521,200		512,900	8,300	1.6	
Total Recoverable from Other Appropriations	(259,300)		(284,300)	25,000	(8.8)	

4 (e) Child Care and Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	4,120,400	115.26	4,451,300	(330,900)	(7.4)	7
Total Other Expenditures	1,511,600		1,314,500	197,100	15.0	7

7. Staff turnover coupled with secondment salaries being budgeted in salaries but paid from other expenditures account for these under/over expenditures.

Instructional Resources Branch

The Instructional Resources Branch continued to provide K to 12 teachers and others involved with the school system with library support services in order to implement the province's curriculum and to improve the teaching and learning process. The branch also provides liaison, leadership and consultation support in the development of school library services throughout the province.

The automated library system continues to function in the areas of acquisitions, cataloguing, film/video booking and an on-line public access catalogue. Plans are underway to install the circulation and serials control modules of the system during 1990-91. A database has been designed and installed for the dubbing system as well.

Schools are now able to dial in to the on-line public catalogue database directly thus improving the accessibility of the print and audio visual resources housed in the branch.

The Director of Instructional Resources is serving as chair of the Ministerial Advisory Committee on Copyright. The committee has representation from the teaching field, Manitoba Teachers' Society, Manitoba Association of School Trustees, Manitoba Association of Principals, Manitoba Association of School Superintendents, the universities, the Manitoba Federation of Independent Schools and the Manitoba Library Association. The committee has five main functions:

- To facilitate dialogue on issues relative to copyright and collectives;
- To advise the Minister on issues relative to copyright and negotiations with collectives;
- To recommend strategies for providing professional development on copyright;
- To recommend revision to the province's curriculum to incorporate the topic of copyright;
- To initiate the development of appropriate print and audiovisual resources for the implementation of teaching copyright.

The branch is heavily involved in the planning and promotion of the major national conference *Canadian Images Canadiennes 2: Celebration 1990*, on Canadian literature for children and young adults.

The branch continued to work with various provincial committees, including resource sharing and library technician training, as well as maintaining liaisons with the Manitoba School Library Audio Visual Association, Canadian School Library Association and Manitoba's ethnic community.

Collection Development Services Section

This section is responsible for the overall development of the Program Development and Support Services collection of print and audio visual resources for teachers and staff. The selection and acquisition process resulted in the following preview and purchase activity:

- 484 film/video previewed;
- 35 multi-media kits purchased or acquired;
- 129 film/video purchased or acquired;
- 16 multi-media kits purchased or acquired;
- 170 video programs (renewal of rights purchased);
- 155 video programs purchased or acquired with broadcast or duplication and distribution rights;
- 13,621 books purchased or acquired;
- 620 periodical subscriptions.

In Search of Canadian Materials 1989 was published and distributed free of charge to each school in the province. Designed as a selection aid for school personnel, the bibliography contains annotations written by teacher-librarians on approximately 250 new Manitoban and Canadian books.

The publication *What's New* is produced as part of *education manitoba* and is the vehicle used to announce new library acquisitions to teachers in the province.

Library, Circulation and Reference Services

Staff in this section handled 17,672 requests for assistance by phone, mail and in person, for educational reference and information services.

A total of 70,468 books, kits, and records were loaned to educators throughout the province.

The library's dubbing services has 1,935 video programs available for duplication and 13,478 dubs were made for educators. This is an 18% increase over 1988–89.

The general public borrowed 379 items through interlibrary loan; 13,175 items were loaned in travelling libraries to small schools (three classrooms or less) in the province; and 1,000 journal titles were available for use.

A total of 410 computer searches of various external databases were conducted for teachers, administrators, and department staff.

With the purchase of the CD-ROM version of the ERIC database, searches are now done and completed in a quicker, more cost-efficient manner. The branch recently acquired World Book Encyclopedia CD-ROM, a quick, state-of-the-art reference tool.

Library, Audiovisual Resources and Services

Videorecordings and 16mm films are booked and shipped to Manitoba schools and educators by this section. A computerized media booking system facilitates this process for the collection, consisting of 7,967 video and 16mm film titles.

Quick and in-depth reference requests totalling 11,223 were handled by staff. The number of clients actively borrowing resources was 12,349. Of the 79,834 requests received for videos and films 71,850 were completed (booked and shipped) resulting in a 90 per cent fill rate.

Inter-library loans to the general public through the Winnipeg Centennial Library and Public Library Services, Manitoba Culture, Heritage and Recreation continued.

Bibliographies, available on request, were produced listing resources in various curricula (i.e. Social Studies, Mathematics, Women's Studies, etc.).

Library, Technical Services

The Technical Services section is mainly responsible for organizing, cataloguing and processing educational resources, such as books, videos, films, kits, games, audiorecordings and microcomputer software. This section is also responsible for cataloguing various materials in English and other heritage languages, housed within the Multiculture Educational Resource Centre. In total, approximately 7,500 items were catalogued.

In preparation for barcoding and the introduction of automated circulation, a temporary staff person was hired to input and edit catalogue records for various areas of the collection.

With respect to retrospective conversion, (i.e. the transfer of complete cataloguing information from 3x5 cards to machine readable form) the section entered approximately 12,000 records into the automated system. In addition to this, approximately 6,500 items were barcoded.

The section was very much involved with the ongoing design, development and implementation of the new library automated system.

Cataloguing assistance was provided by phone, mail and in person to librarians and teacher-librarians in the province. New acquisitions lists were produced quarterly.

The section continued to provide descriptive information for *What's New* which is included in each issue of *education manitoba*.

Technical Services also prepared cataloguing-in-publication information for various books and reports published by the department.

Multicultural Library Services Section

The Multiculture Educational Resource Centre (MERC) was established to assist in the implementation of a multicultural approach to education. One of the primary goals of the centre is to provide appropriate resources to assist educators in this process.

The demand for services and resources available through MERC has been steadily increasing. Queries include those made by mail, telephone and in person and ranged from requests for specific materials to assistance in developing library collections. MERC staff have been actively involved in presenting workshops and sessions at schools and conferences. Sessions discussing MERC's resources and materials, consultations on the building of multicultural collections, and workshops discussing bias in learning materials have been provided.

MERC has also actively participated in a variety of multicultural projects and programs that have been initiated within the school system.

MERC's collection has been growing rapidly especially in the areas of race relations, human rights, Native Education and Global Education.

A number of subject bibliographies have been produced over the last year and have been made available to educators. The titles of some of these new or revised lists include *China* (Feb. 1990), *Early Childhood Education* (May 1989), *English as a Second Language* (Feb. 1990), *Folktales* (Jan. 1990), *Home Economics* (March 1990) *Human Rights* (March 1990), *India* (Feb. 1990), *Multiculturalism Through Music* (Jan. 1990), *Stereotyping, Discrimination and Race Relations* (Feb. 1990).

A published, annotated bibliography entitled: *Multicultural Educational Resources* was also produced and distributed to all the schools within Manitoba. MERC staff continue to work closely within the multicultural community. This has ensured that MERC receives input from community groups; and that MERC continues to respond to the needs of Manitoba's multicultural society.

School Library Curriculum Services

The School Library Curriculum Consultant provides leadership and curriculum consultative support to educators in the development and utilization of school library programs.

This fiscal year, 40 school consultancies were completed, 18 facility plans for new schools or major renovations were reviewed, two presentations were delivered, and four newsletters were printed and circulated. In addition, 450 inquiries concerning various matters related to school libraries were addressed.

These involved such issues as selection of materials, roles of school library staff, information skills continuum, school library statistics, research skills, school library program evaluation, automated library systems, school library facilities standards, core reference collections, training for library clerks, children's literature, quantitative standards for school library collections, costs for classifying school library materials, costs for establishing a school library collection, school library policy documents, cooperative program planning and teaching, resource-based learning, and teacher-librarian/pupil ratios. Requests for technical advice included cataloguing, classifying and processing of school library materials, organization of the school library, and circulation of the school library collection.

The consultant has taken an active role in the revision of Distance Education Library Training Program courses for school library clerks.

The focus of the consultant continues to be the development of school library policy for schools in Manitoba. The School Library Media Program Curriculum Committee, has completed the publication *Selection of Learning Resources: Policies and Procedures for Manitoba Schools* and has developed a draft document concerning school library automation.

Expenditures by Sub-Appropriation

4 (f) Instructional Resources	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	999,200	35.00	1,039,600	(40,400)	(3.9)	
Total Other Expenditures	556,600		479,700	76,900	16.0	

Distance Education and Technology Branch

The role of the Distance Education and Technology Branch (DET) is to act as a catalyst for change in the use of distance education and technology for the delivery of educational programs throughout Manitoba. The branch encourages, supports and coordinates the development and delivery of distance education courses and programs, both at the K to 12 and post-secondary levels, thus enabling Manitobans throughout the province to access educational and training opportunities which were previously unavailable because of geographic location, lack of local instructional expertise, low enrolments and various other barriers. In addition, DET is charged with the responsibility of introducing educators to new technology for educational and training purposes. DET carries out these functions by working cooperatively with school divisions, schools, community colleges, universities and other public educational agencies.

To accomplish the above tasks, DET is composed of four program units, Correspondence, Field Based Programs (FBP) Manitoba Educational Television (METV) and Educational Technology Program (ETP).

Several significant events occurred during the 1989–90 fiscal year which further enabled DET to carry out its role:

- Development of a Strategic Plan along with the appropriate operational plans;
- Relocating the Executive Director's office and the Field Based Program Unit from 1200 Portage Avenue to the InfoTech Centre at 1970 Ness Avenue;
- Creating a Program Support Services Unit which centralizes the administration and financial functions of the branch. This initiative was started late in the fiscal year (January) and therefore development and implementation of initiatives for this unit are still in process and are not expected to be completed until the end of the next fiscal year;
- The decision to decentralize the Correspondence Unit to Winkler;
- The implementation of the first year of the three–year Interactive Satellite Project;
- The opening of the Wawanesa and Brandon offices of DET;
- The expansion of the Educational Technology Program Unit's outreach programs;
- The development and implementation of a project management system for Field Based projects;
- The decision to transfer responsibility for the Manitoba Technical Training Centre to the Post-Secondary, Adult and Continuing Education Division of Manitoba Education and Training.

The branch is working closely with other jurisdictions, to benefit from work and development in other provinces as well as some international areas, to enhance distance education and other educational technologies within Manitoba.

Correspondence Unit

Through correspondence studies and other distance education delivery modes, the Correspondence Unit provides educational programs to Manitoba citizens regardless of their geographical, economic or health situations.

The activities of the unit were as follows:

- The development and revision of Grades 1 to 12 core curriculum courses and optional courses for high school students, particularly those in small, remote and northern schools;
- The piloting of correspondence courses utilizing various technological modes of delivery (e.g. television broadcasts, video cassettes, teleconferencing, computer managed courses, etc.);
- The provision of distance education instruction, counselling, evaluation and accreditation to school age students and adults;
- The provision of in-service programs and educational support materials to schools in Manitoba;
- The provision of the opportunity, through preparatory materials and testing services, for adults to obtain a General Educational Development (GED) (High School Equivalency) Diploma.

Program Development

The most significant events in correspondence program development were the publication of the *General Educational Development Social Studies Preparatory Book* and the piloting of an *Anthropology 305* by distance education project, jointly undertaken with the University of Winnipeg.

The *GED Social Studies Preparatory Book* is the only one of its kind as it focuses on Canadian social studies rather than American, as does most GED preparatory literature.

The *Anthropology 305* course was offered for either high school or university credit, according to the students' preference and program needs, and was delivered by teleconferencing to students in six schools throughout Manitoba.

Program Instruction and Delivery

- 8,294 correspondence students, 11,433 course registrations;
- 5,129 regular high school students, many in small, remote or northern schools;
- 3,164 home study students, mostly adults (includes home study students of compulsory school age, 7 until the age of 16);
- 1,355 educational support packages were purchased by Manitoba teachers.

General Educational Development Program

This year, 2,346 candidates were tested with 1,436 candidates earning diplomas.

Field Based Program Unit

The Field Based Program Unit supports school divisions, colleges, universities and other public education agencies, enabling these organizations to develop their own distance education programs and initiatives in order to meet client needs resulting from geographic distance, low enrolments, inadequate instructional resources or other barriers to on-site, classroom based instruction. Support includes:

- Providing access to distance education expertise for development and delivery of programs;
- Providing access to distance education delivery technology;
- Financial assistance for development and piloting phases of distance education program delivery.

The Field Based Unit makes its support available to educational institutions by entering into partnerships with the institutions. The unit encourages institutional partners to take on increasing ownership of joint projects through development and piloting phases so that programs resulting from projects can continue to be offered successfully once projects are completed and financial support is withdrawn. Ongoing support after project completion is normally limited to technology access and consulting assistance.

Three types of projects are supported by the unit:

- Distance education, course, program or subject development and piloting (23 K to 12 subjects and 14 community college courses and programs).
- Testing of new technologies and models for distance delivery (10 projects);
- Development of print, video or computer based instructional materials (12 projects).

A major project completed this year was *Training For Child Care 88*. This program was delivered through a partnership between the Distance Education and Technology Branch, Red River Community College and The Manitoba Child Care Association.

The 10–month program upgraded qualifications of 68 child daycare workers in 15 northern and rural communities to a Childcare Worker II level in compliance with licensing requirements. This program received the Innovative Program Award from the Canadian Association for Distance Education (CADE), and an honourable mention in the annual Partnership Award presented by the Association of Canadian Community Colleges.

One new major project undertaken was co-development of a first year university by distance education program with Manitoba's three universities and the Universities Grants Commission. The program will be piloted in five communities, Thompson, The Pas, Flin Flon, Russell and Dauphin, through Inter-Universities North. Another major project was the co-implementation of an interactive educational satellite project (Manitoba Satellite Network) with the Manitoba Educational Television Unit of the branch.

The unit also supported professional development sessions to teachers in the Swan Valley and Frontier School Divisions delivered by distance education from the Curriculum Development and Implementation Branch and the Collège universitaire de Saint–Boniface.

The provincial educational audio-teleconference network, managed by this unit, is available for use by all schools and educational institutions in the province. The network served more than 2,600 students dispersed among 64 different communities.

Manitoba Education Television

During the 1989–90 broadcast season, Manitoba Educational Television (METV) continued to air educational programs on CBC television and several cable stations throughout the province. Programs aired for an hour each day Monday through Friday. Manitoba Television Network in Portage la Prairie had a two–hour schedule each Sunday.
In September, 23,000 copies of METV's program guides were distributed to Manitoba teachers, post-secondary institutions and specific target groups. A spring/summer schedule was distributed in March.

The Canadian Mental Health Association, Manitoba Division continued to sponsor programs. Topics included emotional and social well-being, schizophrenia, suicide, aging and dying. A documentary about children of alcoholics was jointly sponsored by the Alcoholism Foundation of Manitoba and the Canadian Mental Health Association.

An eight-part video series on Manitoba soils was co-produced by METV, MTN, and Assiniboine Community College. Each program, approximately 24 minutes in length, provided viewers with an understanding of the nature and importance of conserving our soils.

Reducing the Stress: Dealing With Anger and Aggression, was a joint production of METV and Red River Community College. Mini-dramas depicted typical difficulties home care workers have with senior clients who may be suffering from Alzheimer's or other illnesses which impair mental functioning.

METV continued to produce programs for Frontier School Division. One video focused on a day in the life of Manitoba's northern Métis while a second program illustrated how learning is an ongoing process and how parents can help students.

Treasury Board approval was obtained for an interactive satellite television system which involves one-way video and two-way audio. This three–year pilot project which began in March, involves the federal Department of Communications, Videon Cable Ltd. of Winnipeg, METV and Field Based Program Units of the Distance Education and Technology Branch. This project will increase the access of distance education learning opportunities for rural and remote students with over 250 hours of programming.

Educational Technology Program

The Educational Technology Program (ETP) is charged with the responsibility of introducing educators to new technology and training them for educational and training purposes.

ETP presented 579 workshops and seminars to 4,006 educators, participated in various conferences through displays or presentations and showed continued growth in ETP technical support to Manitoba educators. This is viewed as an integral component of ETP support of technology implementation in Manitoba schools.

In addition, ETP continued development in the delivery mechanism for MINET products and services and completed the *Computer Awareness 105* curriculum guide.

French Services

Eighteen French services workshops and in–services were presented to 132 Manitoba educators. (67 rural, 65 urban). French services were extended in the areas of MINET (Macintosh version), courseware translation (À la poursuite du premier ministre) and courseware distribution (37 French titles added) and a review of *French Computer Awareness 105 Guide* was begun.

InfoTech Resource Library

Over 483 new products were added to the InfoTech Resource Library bringing the total to over 5,600 products in the library. Products include seven CD-ROM packages for MS-DOS/MAC and 19 laser disks.

Manitoba Courseware System (MCS)

- 46 Early Years teachers were trained as courseware evaluators.
- MCS Early Years Curriculum match form (ensuring that curriculum requirements are met by the courseware), as well as an Early Years Student Reaction form were developed, and the MCS Field Test Evaluation form was revised.
- 26 courseware screening sessions were conducted for 146 Early Years, 148 Science and 32 Social Studies products.
- 173 evaluation reports were produced and published in second MCS catalogue and in MINET database form.
- Over 1,300 orders were processed containing more than 18,000 diskettes and 15,000 manuals.
- *Prime Ministerial Pursuit* courseware was distributed for the Apple and Icon microcomputers out-of-province resulting in sales of $41,856.
- CLASS Software (formerly MCALC), Minnesota Educational Computing Corporation (MECC), and Springboard School Partnership Plan were licensed with 22 participating with CLASS, 37 with MECC and 36 school divisions with Springboard.
- Special purchasing arrangements continued with several suppliers which provide courseware products at substantial discounts.
- ETP's *1-2-3 Sequence Me* (English and French) by Sunburst Communications was distributed resulting in royalties of $14,257.

Manitoba Information Network (MINET)

- Enhanced version (89/11) of MILink software for Apple II and MS-DOS was released;
- New version (90/03) of MILink software for Macintosh was released;
- Modified version (90/05) of MILink software for Apple IIgs was released;
- MINET membership was increased to 634 sites.

Special Projects

- The Summer Professional Development Program was co–sponsored with the Manitoba Association for Computing Educators (ManACE);
- The International Computer Problem-solving Contest was coordinated for the Manitoba Component;
- The Outreach Professional Development Program was conducted in 18 centres in rural and northern Manitoba.

School and School Division Administrative Support

- 160 schools used Trevlac licensed by Manitoba Education and Training and ETP managed the implementation of Trevlac enhancements;
- Over 50 training sessions were conducted for Trevlac users.

Program Revenue

ETP has achieved revenues in excess of $20,000 for the delivery of workshops and inservices.

Manitoba Technical Training Centre

The Manitoba Technical Training Centre (MTTC) is the province's first computer–assisted training and educational centre.

MTTC provides tailor–made training programs for business, industry, non–profit organizations and government agencies. Companies such as Canadian National Railways, Manitoba Rolling Mills, Bristol Aerospace, Boeing, Canadian Wheat Board and Crown Life Insurance have utilized the curricula available to retrain their employees to cope with technological changes in their workplace.

A total of over 75 employees, and, since the inception of MTTC in 1983, almost 1,000 individuals have benefitted from training sponsored by their employer.

Over 54 clients of Employment and Immigration Canada have graduated. Sixteen in computer programming, seven in electronic technician, ten in computer familiarization and 21 in office technology courses. In addition, MTTC is providing training for women in the non–traditional areas of microcomputer repair and industrial automation as well as Management Training for Native Women through the Job–Re–Entry option of the Canadian Jobs Strategy program.

MTTC provides a unique learning environment through the use of computer–assisted learning techniques. Career Development Institutes Canada supplies the expertise and the courseware which includes the *PLATO* educational system. Other programs of study available include sales and marketing, computer science, business and management, financial management, personal development and microcomputer software applications. A new course brochure was developed to provide prospective clients with an up–to–date listing of available courses.

Expenditures by Sub-Appropriation

4 (g) Distance Education and Technology	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	1,749,300	49.22	1,695,500	53,800	3.2	
Total Other Expenditures	3,795,200		3,875,400	(80,200)	(2.1)	
Total Recoverable From Other Appropriations			(135,000)	135,000	(100.0)	8

8. Teleconferencing projects in conjunction with Red River Community College under the Market Driven Training Programs were not approved for support by the federal government.

Regional Services Branch

The Regional Services Branch provides a regional service structure and delivery mechanism which allows Manitoba Education and Training to respond to high priority needs in rural and northern Manitoba. It encompasses three broad initiatives:

- Liaison and Communication, to develop and maintain communication with all rural and northern Manitoba educators and with other professional organizations;
- Program Support, to provide direct service to rural and northern school divisions and districts in administering projects developed to implement high priority curriculum areas;
- Support Program Management, to provide management and leadership support to rural and northern Manitoba divisions and districts with the Small Schools and Rural Compensatory Support Programs.

Five regional consultants and the director provide the services for the branch, with offices in Winnipeg, Brandon, Dauphin and Thompson.

Liaison and Communication

All staff maintain regular contact with rural and northern Manitoba divisions and districts by attending meetings, administering programs and providing various consultative services on request. Information from the department is shared with these areas and regular reports on rural and northern educational issues and concerns are shared with the department.

Program Support

Regional Services Branch staff administered and evaluated five regional secondment projects which provided a year-long training opportunity for selected teachers or administrators in selected areas of curriculum implementation. The projects were:

North - Science
Parkland - Science K to 9
Western - Middle Years Implementation
South Central - Gifted and Talented
Interlake/Eastern - Gifted Education

Support Program Management

Small Schools Support Program

A total of $2 million in grants was paid to 316 small schools to provide more equitable program delivery. In addition, 21 pilot projects were funded to provide improved program delivery.

The Small Schools Workshop, dealing primarily with teaching and curriculum implementation practice in a multi-grade classroom, was held in January. About 900 professional staff participated in 131 sessions.

Rural Compensatory Support Program

A total of $1.1 million in grants funded 91 projects and 11 pilot projects. A representative sample of projects follows.

Home/School Liaison Workers

These workers provide improved communication between home and school, information on available services for families in crisis and some counselling to these families.

Language Development Programs

These programs provide staff and materials to support programs designed to improve the language skills of students who have English as a second language.

Alternative Education Programs

These programs provide opportunities for students at risk to acquire an education better suited to their needs.

Peer Counselling Programs

These programs provide students with support from their peers in developing higher self-esteem.

Pre-School Readiness Programs

These programs provide disadvantaged preschool-age children with opportunities for language and social skills development to equalize their chance for success upon entering the school system.

Expenditures by Sub-Appropriation

4 (h) Regional Services	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	425,000	10.00	495,100	(70,100)	(14.2)	
Other Expenditures	312,600		335,400	(22,800)	(6.8)	
– Grants/Transfer Payments	51,000		57,400	(6,400)	(11.1)	
Total Other Expenditures	363,600		392,800	(29,200)	(7.4)	

Inner City Initiative Branch

The Inner City Initiative Branch provides resource services and coordinates the service delivery of specialized programs to the schools with inner city characteristics. Its mandate is to improve the quality of education for inner city children and their families and ensure equal opportunity for educational success.

Students in an urban environment identified as being at risk are more likely to experience school failure because of the intensity of identified inner city characteristics. These students require specialized school programs. Many of the special characteristics of the inner city such as high student failure and dropout rates, high transiency rates and low performance all demonstrate the need to develop an effective and concerted support program to improve the quality of education for inner city children, and ensure their opportunity for greater academic achievement.

The branch combines the activities of the Manitoba Education Compensatory Support Program, the Core Area Initiative Education Support Services Program, the English Language Development Program for Native Students and program development and evaluation services to educational programs funded by the department.

A five–person team works collaboratively with nine urban school divisions. The team works closely with teachers, parents, administrators and community groups in program development, implementation and evaluation to ensure:

- The development of appropriate programs that promote the academic achievement of students, as well as programs that reflect the diverse cultural and linguistic heritage of schools with inner city characteristics;
- Greater parental involvement in the education of their children;
- The review of all funded programs using an evaluation cycle that ensures program accountability and program quality;
- The use of a research base in the development of new programs funded through the grant programs administered through the branch.

The branch provides leadership in the design of program initiatives and assists local schools and school divisions in the development of programs in areas such as elementary counselling, migrancy, special needs, curriculum development and adaptation programs, early school years language development services to aboriginal and immigrant families and students, parent education, enrichment, alternative programs, research support, early literacy, Native languages and specialized education programs. Where appropriate, programs include professional development activities that focus on strengthening the classroom practice of teachers.

Activities of the branch ensure that:

- Resources and services are directed to programs for at–risk students identified at the school or classroom level;
- Evaluation and accountability of education programs take place;
- The grants program is coordinated to encourage coherent programming at the school level.

Objectives of the branch include:

1. Providing leadership in the design of school and classroom programs focusing on the at–risk student. Staff provide research, program development skills, assist in providing on-site consultation in the implementation of programs, provide workshops on selected topics, facilitate the sharing of program initiatives among divisions, and ensure that the evaluation cycle is adhered to;
2. Providing intensive, comprehensive and long lasting professional development that will change the classroom practice and in turn provide more effective programming for students, utilizing a program development model. The program development model uses four components: theory, demonstration, practice and feedback;
3. Ensuring that the implemented programs are high in quality, in order to achieve greater growth for students;
4. Increasing the ability of the education system to adapt to changing technological, social and economic conditions. The program development approach to staff development effectively changes teaching practice;
5. Increasing the ability of the education system to accommodate diverse learning needs and circumstances. The use of different teaching strategies and curriculum adapted to at–risk students is essential.

6. Fostering the involvement of community members in the education process.

7. Improved management processes including planning, organizing, reporting, controlling and evaluating, and ensure effective program accountability. Inner City Initiative programs all have an on-going evaluation cycle that helps programs identify weaknesses and ways of improvement.

Each program supported by the branch undergoes an assessment cycle. Such a cycle allows for the refinement of program delivery during the life of the program and ensures that recommendations made in the formal evaluation of the program in the second year of the cycle are carefully reviewed and implemented when and where possible in the following year.

Program outcomes include:

- Program resources are directed to students who are at risk of school failure;
- Improved quality of classroom programming in order to increase the academic growth of students;
- Implementation of effective classroom teaching practices and curriculum content that promotes individual skills in the areas of language arts, communication, problem solving and interpersonal relations;
- Comprehensive staff development model that includes four components: theory, demonstration, practice and feedback which enhances the qualifications of school personnel;
- Implementation of programs that recognize the important contributions of parents in the education process of children.

Compensatory Education Support Program

A total of $2 million was allocated in the urban area to fund educational programs for students who are at risk due to socio-economic conditions that impede academic performance. An additional $200,000 was allocated for one time only innovative pilot programs.

Examples of programs funded are the Home Reading Program, the Cree Communities Kit, the Cooperative Learning Strategies, the African Civilization Project and the Native Language Classes.

The following are examples of programming for schools with inner city characteristics supported by the branch.

Counselling Programs

A total of 20 schools in five divisions received funding to establish elementary counselling programs. These programs are designed to provide elementary classroom teachers and students with counselling supports that promote the development of preventative services, collaborative classroom programming and coordination of services.

Migrancy Programs

A total of eight schools in three divisions received funding to establish migrancy programs. These programs are designed to provide support for students and parents who move from school to school, and for the teachers who receive these students.

Special Needs Program

A total of six schools in Winnipeg School Division No. 1 received funding to establish special needs programs. These programs are designed to meet the special education needs of elementary students who require extra support to remain in a regular classroom environment.

Parent Programs

One parent–child centre in an inner city school provides pre-school children with learning opportunities and promotes the involvement of parents in the education of their children. The centre has a toy and book lending library, a parent resource centre, learning materials for pre-schoolers and parent-initiated workshops.

Victor Mager Early Childhood Intervention Program assists parents in learning new skills and participating in the education of their children throughout the early years.

The Community Workers Program (Child Guidance Clinic Program) supports families by providing translation services and counselling services for families in distress.

Twenty-six home reading programs in six divisions were funded to promote early reading/literacy activities between parents and children by providing parents with a program and books for their children.

Language Development Programs

A total of nine schools in three divisions received funding for language development programs. These programs assist children with language difficulties by providing specialized programming. Programs include pairing of students with trained ethnic aides and enriching the classroom environment by providing language development aides in early childhood classrooms.

Curriculum Adaptation

Five projects were funded to develop appropriate curricula for inner city students. The Cultural Awareness Through The Pow Wow project prepared a teaching unit and kit for use in schools to raise awareness of aboriginal traditions and practices as well as organizing an Aboriginal Community Pow Wow for the national conference of the Canadian Council for Inner City Education. The African Civilization project prepared a Grade 8 Social Studies unit on ancient West African civilization. The Cree communities project prepared an integrated unit for Grades 3 and 4 that compares the contemporary urban and rural lifestyles of Cree people. Argyle Pre-Employment Program delivers individualized educational programming to provide appropriate job skills, specific job training and related studies. LAP III is designed to develop and adapt classroom teachers' instructional strategies to increase inner city students' achievement.

Enrichment Programs

The Gifted and Talented Program at St. John's High School and the Hugh John Macdonald Challenge Program was designed to improve the learning environment of all students in Grades 7 to 9 and to enhance their achievement in all subject areas. A program facilitator works collaboratively with teachers in developing specific challenging activities for students. The facilitator works directly with students both in and out of the classroom.

Alternative Programs

Wi Wabigooni provides an alternative off-site classroom to meet the education needs of Native students from Grades 1 to 6 who are experiencing serious academic difficulties in traditional settings.

Research Support

Two projects in nine school divisions were funded to provide research support. These programs provide the necessary evaluation plans and year-end reports required of projects under the terms of the Compensatory Support Program Grant.

Student Conference

This branch and the Curriculum Development and Implementation Branch, in cooperation with St. Vital School Division No. 6, three urban school divisions, the Idea Centre, and the Manitoba Coalition of Organizations Against Apartheid, organized and funded the 1989 High School Students' Conference - *Conflicting Images: Racism/Students/Schools.* The conference was targeted to Grades 10 to 12 students from six divisions and held at Dakota Collegiate in March.

Core Area Initiative Education Support Services Program

A total of $452,652 was allocated to fund 19 programs. The following are several examples of funded programs.

Parent Programs

Dufferin Parent Resource Centre provides a resource library and parenting workshops for parents. The SEARCOM (South East Asian Refugee Community Organization of Manitoba) Parenting Program develops and implements parenting courses within the Southeast Asian community.

Early Literacy Programs

Three types of programs have been funded to develop the literacy/language skills of young core area children. Home-school reading programs have been funded to promote early reading/literacy activities between parents and children by providing parents with books to read to their children. The Reading Partners/Bookmates Program stimulates and encourages the growth of early literacy skills of core area preschoolers by pairing them with volunteers on a one-to-one basis for regular weekly visits to the local public library. The Reading/Writing Immersion Program is an intensive staff development project that develops teacher expertise in the delivery of early reading programs to identified at-risk students at the Grade 1 level in order to reduce the need for future remediation.

Alternative Programs

The Youth Re-Entry Program is an education and work preparation program for school dropouts, many of whom have had little or no formal schooling. Pritchard Place Program provides an individualized academic program for 18 junior high school students in an off-site setting. Pierre Radisson Program is a junior high school program that provides individualized basic academic skills, along with life skills and pre-employment preparation. The Argyle Drug and Alcohol Support Worker program delivers a drug and alcohol program in collaboration with the school counsellors and provides individual and group counselling support to identified students.

Enrichment Programs

The Young Aboriginal Artists Program assists talented Native students in the development of their artistic skills in the transition from school to work. The Learning All The Time Centre provides special educational experiences for students beyond the regular school day.The Isaac Newton Program provides a wider range of options that create an enriched arts and athletics program. The Enrichment Program at David Livingstone, Pinkham, Strathcona and Victoria-Albert schools provide opportunities that will enhance the communication and leadership skills of children through first–hand interactions with practising performers and visual artists.

Specialized Education Programs

The Elmwood Conflict Resolution Program develops the skills of K to 12 teachers and students in resolving conflicts through curricular and co-curricular activities.

English Language Development for Native Students

This program enables Native students to succeed in regular classrooms by identifying levels of proficiency in both oral and written language; designing, implementing and monitoring language development programs; identifying appropriate materials and encouraging Native cultural events and other activities that will develop an appreciation of Native students' own cultures. The program is delivered in 15 elementary and 12 junior and senior high schools. Staff have worked with school divisions on the refinement of the overall goals, objectives and program guidelines on the delivery of the Native Cultural Awareness Program, which is a three–year professional development program, and offers training sessions for professionals and paraprofessionals. Staff are also involved in the curriculum adaptation projects as well as in the development of program materials.

Consultation and Training

Staff in the branch provide intensive and ongoing consultative services to projects that are developed and funded.

Staff provide assistance in the implementation of the program objectives by providing guidance in program planning, program monitoring and evaluation. Staff are currently involved in a variety of programs such as Reading/Writing Immersion, Curriculum Adaptation, Ethno-Cultural Parenting, Native Awareness Training, Home-School Reading Programs, and Language Arts Programming III. Staff have assisted, organized or presented workshops in the areas of community board development, home-school reading programs, student assessment, racism, prejudice and discrimination, Native awareness, multiculturalism, literacy, self-esteem, classroom management, and consultation/collaboration.

Staff from the branch assisted the Manitoba Chapter on Inner City Education in the development of the program, organization and implementation of the National Inner City Conference *Looking In - Looking Out* held in November.

Major topics for this conference included Native and multicultural education, school based planning and organization, literacy, curriculum development and adaptation and cooperative learning.

Literature Reviews

Literature reviews completed include:

- What Works for At–Risk Students: Options, Opportunities and Challenges
- School–Based Planning Part 2

Program Evaluation

Several major evaluations are currently underway including the Early School Years Project and the Reading/Writing Immersion Program.

Expenditures by Sub-Appropriation

4 (j) Inner City Education Initiative	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Total Salaries	54,000	5.00	214,600	(160,600)	(74.8)	9
Other Expenditures	214,600		74,600	140,000	187.7	9
– Grants/Transfer Payments	34,100		40,000	(5,900)	(14.8)	
Total Other Expenditures	248,700		114,600	134,100	117.0	9

9. Salaries for positions filled on a secondment basis are paid from operating funds resulting in an under expenditure in salary allocations and over expenditure in other expenditure allocations.

4 (k) Canada-Manitoba-Winnipeg Renewed Core Area Agreement Education Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Other Expenditures						
– Grants/Transfer Payments						
– Main Estimate			560,000			
– Main Estimate Authority from Enabling Vote XXVI			140,000			
Total Other Expenditures	700,000		700,000			
Recoverable From Other Appropriations						
– Main Estimate			(560,000)			
– Main Estimate Authority from Enabling Vote XXVI			(140,000)			
Total Recoverable From Other Appropriations	(700,000)		(700,000)			

Manitoba Textbook Bureau

The Manitoba Textbook Bureau is a self–supporting warehouse and distribution centre established to expedite the purchase and delivery of textbooks and other curricula materials to schools in Manitoba.

The bureau carries in inventory 5,912 approved or recommended titles.

For the year, the bureau processed orders from schools, school divisions and other designated customers totalling $7,385,900.

In addition, the bureau also monitors claims by school divisions for non-stock materials purchased directly from publishers. For accountability purposes, the bureau reimburses certain school divisions for these purchases from their curricula materials grant. These transactions amounted to $1,799,200.

Post–Secondary, Adult and Continuing Education Division

Executive Administration

Executive Administration is responsible for overall policy direction to the three community colleges and the various branches of the division and for the coordination of specific initiatives. Specific policy activities include undertaking lead roles in the Manitoba Advisory Council on Community College Governance and in negotiations regarding the Minnesota/Manitoba Agreement on Education Cooperation and the implementation of a sexual harassment policy covering students and clients of the division.

Lead roles were also taken in departmental decentralization and re–organization activities and significant attention was given to coordination, liaison, and negotiations with other government departments, both federal and provincial, and various client groups, business and industry. An excellent example of the positive outcomes of this type of activity was the development of a Northern Bachelor of Nursing Program in partnership with the Swampy Cree Tribal Council and the federal government delivered by the University of Manitoba using Keewatin Community College facilities. The Executive Administration section also worked closely with the community colleges with respect to the development and delivery of international education programs.

Expenditures by Sub-Appropriation

5 (a) Executive Support and Skills Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
(1) Executive Administration Salaries						
– Main Estimate		7.00	281,000			
– Main Estimate Authority from General Salary Increase XXV			6,500			
Total Salaries	304,500		287,500	17,000	5.9	
Total Other Expenditures	138,200		104,100	34,100	32.8	10

10. This over expenditure is due primarily to increased college–related advertising. There was an increase in the number of staff positions advertised in 1989–90 as well as an increase in print media costs.

Labour Market Policy and Skills Development Branch

The Labour Market Policy and Skills Development Branch analyzes labour market supply and demand, consults regularly with the private sector on skills training requirements, and plans and develops programs for non–university training needs.

Responsibilities and objectives of the branch include:

- Analysis and assessment of labour market supply and demand;
- Coordination of regular government consultations with the private sector on skills training requirements;
- Labour market planning and policy development for non–university skills training, evaluation of existing programs, and assisting in the development of new initiatives;
- Coordination of federal–provincial relations, including bilateral and multilateral negotiations concerning training agreements;
- Facilitation of employment adjustment by supporting private sector human resource planning and training related to industry/sectoral expansion, skill shortages and technological change.

Numerous presentations are made on the topic of Manitoba's labour market outlook and the following publications originate in this area: the *Report on High Demand Occupations*, the *Manitoba Labour Market Information Bulletin*, and the *Inventory of Labour Market Programs and Services in Manitoba*.

The Minister established the Skills Training Advisory Committee, comprised of senior private sector officials to provide advice on skills training requirements and to make recommendations for a provincial training strategy.

The branch coordinated this initiative and provided research and labour market policy expertise. The branch is also responsible for Intergovernmental Relations which negotiates and administers federal purchases of training from the province, monitors federal job creation and training activities in Manitoba and coordinates federal–provincial and interprovincial relations on labour market matters. One of the major activities of this area was analyzing the effects of changes to the Unemployment Insurance Act on Manitoba and reviewing the implications and impacts of the federal government's Labour Force Development Strategy. Another accomplishment was the negotiation of an interim arrangement to replace the expired Canada-Manitoba Training Agreement.

Employment Adjustment

The branch facilitates employment adjustment through expansion (or "upside") opportunities by cost–sharing human resource planning and training at the sectoral or individual firm level, including situations where there is an increased demand for labour due to skill shortages, technological changes, and changes in industry standards. The program initiated eight projects including computer skill upgrading, human resource planning in the fashion industry and training in the transportation industry.

In addition, the branch also administers the New Careers and Job Training for Tomorrow programs as well as the Manitoba Technical Training Centre.

Expenditures by Sub-Appropriation

5 (a) Executive Support and Skills Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
(2) Labour Market Policy and Skills Development						
Salaries						
– Main Estimate		11.00	496,900			
– Main Estimate Authority from General Salary Increase XXV			7,500			
Total Salaries	466,100		504,400	(38,300)	(7.6)	
Total Other Expenditures	59,300		33,000	26,300	79.7	11

11. Increased costs resulted from being lead province for provincial–territorial ministries with responsibility for labour market matters.

New Careers Program

The New Careers Program is an accredited adult post-secondary education and training program with a mandate to provide meaningful career opportunities for Manitobans who persistently experience structural barriers to higher education and employment.

Program methodology is competency–based education involving a combination of classroom instruction and on-the-job work experience. This approach emphasizes providing relevant, work-related skills as identified by participating employers and ensures that the program remains sensitive and responsive to evolving labour market demands.

Delivery of New Careers training is community–based. Training is delivered in participating communities or in regional centres adjacent to them. This approach minimizes personal and family disruption for program participants, utilizes local resources and promotes local enterprise.

Participating employers are selected based on their suitability as training placements and their ability to hire the graduates upon successful completion of training. Training activities are organized, designed and delivered in consultation with participating employers to ensure that all graduates are competently trained to meet the job entry qualifications required to secure and maintain long–term employment. Most training programs are two years in duration.

A total of 333 participants from 66 communities throughout urban, rural and remote Manitoba benefited from the program. Eighty-five percent of all individuals selected successfully completed their training. There were 132 graduates and 128 participating employers. Approximately 93% of program graduates commenced full-time employment following graduation.

The program's ongoing commitment to affirmative action, the trend towards increasing the level of culturally sensitive human services and the goals of native people towards local self-government are all factors contributing to a continuing demand on the New Careers program to graduate well-trained women and Natives.

PARTICIPANT PROFILE

	Total	Percent
Women	162	49
Native	203	61
Disabled Persons	11	3
Visible Minority	9	2.5
Average Grade Level	10.6	—
Average Age	30.5	—
Average No. of Dependents	1.9	—

TRAINING ACTIVITY COMPLETED
April 1, 1989 - March 31, 1990

Project	Completions
Band Management	10
Child and Youth Care Workers	15
Community Education Facilitators	9
Family Support Workers	13
Program Administrators	8
Transport Drivers	77
Total Graduates	**132**

PARTICIPANTS BY EMPLOYMENT SECTOR

Employment sector	No. of Participants	
	Total	Percent
Government Departments	3	1
Private Sector	112	34
Publicly Funded Agencies	218	65
Total	**333**	**100**

TRAINING ACTIVITY UNDERWAY
As at March 31, 1990

Project	Participants
Band Management	11
Child and Youth Care Workers	11
Community Development Workers	16
Deaf Human Service Workers	10
Human Resource Development Workers	15
Native Alcohol and Drug Abuse Workers	16
Retail Management	10
Transport Drivers	14
Community Sexual Abuse Treatment Workers	12
Elder Care Workers	13
Natural Resource Officers	3
Social Services Administrators	22
Total	**153**

Forty–eight participants did not complete training.

Expenditures by Sub-Appropriation

5 (a) Executive Support and Skills Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
(3) Northern Development Agreement – Canada-Manitoba – New Careers – North						
Salaries						
– Main Estimate		59.26	746,900			
– Main Estimate Authority from General Salary Increase XXV			23,000			
– Main Estimate Authority from Enabling Vote XXVI			1,120,300			
Total Salaries	1,472,200		1,890,200	(418,000)	(22.1)	12
Other Expenditures						
– Main Estimate			186,700			
– Main Estimate Authority from Enabling Vote XXVI			280,000			
Total Other Expenditures	865,400		466,700	398,700	85.4	12
Recoverable From Other Appropriations						
– Main Estimate			(933,600)			
– Main Estimate Authority from General Salary Increase XXV			(23,000)			
– Main Estimate Authority from Enabling Vote XXVI			(1,400,300)			
Total Recoverable From Other Appropriations	(2,337,600)		(2,356,900)	19,300	(0.8)	

12. Training participants' salaries are budgeted under salaries but are paid from other expenditures for those training participants who are not direct employees of the government. This results in an under expenditure in salary allocations and over expenditure in other expenditure allocations.

Expenditures by Sub-Appropriation

5 (a) Executive Support and Skills Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
(4) New Careers – South						
Salaries						
– Main Estimate		57.00	1,603,500			
– Main Estimate Authority from General Salary Increase XXV			28,100			
Total Salaries	1,210,400		1,631,600	(421,200)	(25.8)	13
Total Other Expenditures	342,600		123,100	219,500	178.3	13

13. Training participants' salaries are budgeted under salaries but are paid from other expenditures for those training participants who are not direct employees of the government. This results in an under expenditure in salary allocations and over expenditure in other expenditure allocations. The net under expenditure is due to miscellaneous cost savings and staff vacancies.

Stevenson Aviation Technical Training Centre

Stevenson Aviation Technical Training Centre (SATTC) is a technical training school designed to offer specialized training programs to individuals employed in the transportation and maintenance sectors of the aviation industry. As well, the centre responds to the skill training requirements of other industrial sectors.

Major activities include:

- Delivering the in-school component of a federally accredited Aircraft Maintenance Engineer (AME) Apprenticeship Program;
- Developing, delivering and monitoring a program to train transport drivers for employment within the truck transportation industry;
- Identifying and providing maintenance, mechanical and technical training for industry as market demands dictate;
- Upgrading and retraining related to major occupational adjustments, equipment familiarization and manufacturers' and regulatory endorsement courses.

In June the AME Apprenticeship Program received national accreditation from Transport Canada, becoming the first apprenticeship program of its kind in the country. SATTC has also developed the capacity to deliver Non–Destructive Testing for industry and began marketing this training nationally in the past year.

A total of 257 participants from urban, rural and northern Manitoba, northwestern Ontario, Saskatchewan and the Northwest Territories received training through the SATTC program and facilities. Of these, 214 completed in this period, 31 continued training, and 12 withdrew prior to completion.

Expenditures by Sub-Appropriation

5 (a) Executive Support and Skills Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
(5) Stevenson Aviation and Technical Training Centre						
Salaries						
– Main Estimate		3.26	144,000			
– Main Estimate Authority from General Salary Increase XXV			2,900			
Total Salaries	152,300		146,900	5,400	3.7	
Total Other Expenditures	165,700		16,500	149,200	904.2	14

14. The variance resulted from one-time only enhancements to program and capital equipment required to meet national accreditation standards of the Aircraft Maintenance Engineer Apprenticeship Program.

Job Training for Tomorrow Program

The objectives of Job Training for Tomorrow (JTT) (Cycle 3) are to encourage the creation of permanent positions which provide on-the-job training and skill development for unemployed Manitobans and to promote an increase in jobs for special needs clients and for women in non-traditional occupations.

The program offers employment and skills development opportunities to unemployed Manitobans by providing wage assistance to employers for the purpose of creating new additional long-term positions. The program also assists employers in the development of training plans.

The program provided wage assistance of 50% up to $4.00 per hour to all Manitoba employers (businesses, institutions and community and non-profit groups).

JTT provided wage assistance to 635 employers for the creation of 799 new jobs. Special needs employees were hired for 206 (23.9%) of the positions and 59 (7.4%) jobs were created for women in non-traditional occupations.

Expenditures by Sub-Appropriation

5 (a) Executive Support and Skills Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
(6) Job Training for Tomorrow						
Salaries						
– Main Estimate		25.04	733,300			
– Main Estimate Authority from General Salary Increase XXV			22,000			
Total Salaries	778,600		755,300	23,300	3.1	
Total Other Expenditures	1,523,000		2,006,800	(483,800)	(24.1)	15

15. A later than budgeted start date for Cycle 3 of the Job Training for Tomorrow Program resulted in lower expenditures than estimated.

Financial and Administrative Services Branch

The goal of the Financial and Administrative Services Branch is to provide administrative, financial and management services for the Division in accordance with overall divisional objectives, government policies and procedures. This includes two major activities: the provision of central administrative services to the division in planning, development and implementation of effective management and administrative practices, negotiation and administration of federal-provincial agreements and interprovincial training agreements, administration of The Private Vocational Schools Act, systems development; and, the provision of a comprehensive range of financial planning and accounting services to meet divisional needs, various central government agencies, and training agreement partners. Activities include management reporting, cost analysis, monitoring and analysis of various cost-shared training agreements, development and implementation of financial systems, financial counsel and advice, coordination and liaison with various government departments.

Touche Ross was commissioned by the Minister of Finance to review the financial function in Manitoba Education and Training and in the Post-Secondary, Adult and Continuing Education Division, in particular.

This review was one of a series of operations reviews to be carried out in several government departments to examine a variety of policy, systems and general management issues and to recommend improvements where required.

In accordance with the review's recommendations, the financial services and budget coordination activities were transferred to the department's Administration and Finance Division. This transfer facilitates the central consolidation of financial services to enhance the departmental controllership function.

Private Vocational Schools

The Financial and Administrative Services Branch undertook a review and analysis of legislative and administrative activities related to private vocational schools across Canada and in several jurisdictions in the United States.

This resulted in the development and implementation of a strategy for the private vocational schools administration and the establishment of the private vocational schools administration office. A more active approach to private vocational schools administration was adopted.

All outstanding complaints were satisfactorily resolved; all resident private vocational schools in Manitoba were visited; formal and informal contacts were established with students, clients, operators, government officials, and members of the various industries who benefit from the training provided by private vocational schools.

As well as executing the normal day to day administrative duties of the private vocational school administration, the following activities were initiated:

- The annual registration process handled 41 renewals, four new registrations, and one amalgamation of two schools. Nine previously reigstered schools voluntarily deregistered;
- A mail survey of the complete 1988 private vocational schools student enrolment was undertaken;
- Consumer protection and financial securities required by The Private Schools Act and Regulation were reviewed to explore the feasibility of establishing alternative forms of liability protection for students undertaking studies at private vocational schools.

Expenditures by Sub-Appropriation

5 (b) Financial and Administrative Services	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimates		20.14	687,900			
– Main Estimates Authority from General Salary Increase XXV			13,800			
Total Salaries	595,100		701,700	(106,600)	(15.2)	16
Total Other Expenditures	159,000		201,200	(42,200)	(21.0)	

16. Under expenditure resulted from the branch's re-organization and centralization of the department's financial services functions.

Red River Community College

Red River Community College's (RRCC) mission is to provide educational and training opportunities to meet the economic and social needs of Manitobans and their communities. The college is committed to innovative program development in keeping with changing market needs and the challenges of the 21st century.

Enrolment

Total day and evening college enrolment was 29,260 students. RRCC offered over 85 diploma and certificate programs through its main campus and regional centres located in Selkirk, Portage la Prairie and Winkler.

The college offered 42 certificate programs and 686 individual subjects for a combined enrolment of 18,760 students through extension services, distance education and the RRCC regional centres.

The following are highlights of RRCC's activities:

Programming

- Comprehensive evaluation of Business Administration, Medical Laboratory Technology, Registered Nurse Refresher, and Structural Drafting programs;

- Achieved unconditional external accreditation in Medical Laboratory Technology and Medical Radiological Technology programs with provisional accreditation for the Dental Assisting program;
- Achieved unconditional external accreditation of the Radiotherapy Technology program, which is delivered in partnership with the Manitoba Treatment and Research Foundation.
- Introduced a new program, Bioengineering-Chemical Technology in the Applied Sciences Department;
- Developed an Introduction to Cardiovascular Pharmacology course which is being delivered through the Extension Division;
- Delivered a Correctional Officer Training program jointly with Manitoba Corrections and Employment and Immigration Canada and commenced delivery of a Correctional Officer Certificate program through the Extension Division;
- Delivered Health Care Aide/Home Care Attendant/Activity Worker and Offset Printing programs as part of the GATEWAY PROJECT in conjunction with Manitoba Family Services;
- Hosted the Cold Spring Harbor's Learning Centre's one week workshop on genetic engineering for 25 college and secondary school biology teachers in cooperation with the Biology Teachers' Organization of Manitoba. A follow-up session was conducted six months later;
- Delivered a portion of the first year of the Nursing program in Gimli, in cooperation with the Evergreen School Division and the University of Manitoba;
- Commenced delivering the Developmental Services Worker program as a regular college program;
- Completed the conversion of two Business Education programs (Clerical Bookkeeping and Secretarial Certificate) from a traditional to a competency–based learning (CBL) delivery mode;
- Developed and implemented an entrepreneurship practicum in the second year of the Business Administration program;
- Delivered specialized training programs for Manitoba Public Insurance Corporation (MPIC), Midas Muffler Corporation, Pearson Auto and Fort Garry Industries through the Trades Division.

Staff Development

A college-wide staff development in-service day was held in November with a keynote speaker and 31 concurrent sessions.

Eleven staff members participated in the joint PACE/MGEA Career Options program and upgraded, renewed or acquired new skills.

College managerial staff attended an intercultural workshop conducted by the RRCC Centre for Intercultural Development.

Staff attended a variety of conferences, workshops and seminars or returned to industry for short periods to upgrade, renew or acquire new skills.

Administrative and Student Services

Through the Tutorial Centre, over 3,000 students were provided with special learning skills services. The number of target group students (i.e. immigrants, visible minorities and Natives) who were served, increased over last year.

The Resource Centre for Handicapped Students provided services to over 100 students with disabilities enroled in day and evening programs, and provided educational support services to deaf adults. The centre continued to offer a two-year Interpreter Training program.

Counselling Services served over 4,000 people in the area of personal, financial and career guidance. Services were expanded in the evenings and to the college regional centres.

The Health Centre provided professional medical services to over 4,000 students and staff members. Among the services provided were emergency medical care, specific programs for students with special needs, full immunization for specific courses, and preventive health programs.

Development and Extension Services

International Education

- The Child Care Services Department continued its participation in the Peru Child Care Development project funded by the Canadian International Development Agency (CIDA);

- The second year of three-year-linkage projects with Tanzania and China were implemented. RRCC staff members presented computer courses at Dar es Salaam Technical College (DSTC) and senior DSTC staff spent several weeks in observation and meetings at RRCC;
- Senior staff from Shenyang Electric Power Institute (SEPI) and the Chinese government visited RRCC. Four micro computers were purchased by the project to assist SEPI with computerization initiatives;
- A staff instructor accepted a two-year term position as a Program Development Officer in Brunai.

Developmental Education

- Delivered a 12–month MicroComputer Applications course for Native people as part of the Urban Native Integration and Adaptation Program (UNIAP);
- Developed an engine repair and overhaul course for Native people wanting to work in the aerospace industry as part of UNIAP;
- Developed a Nursing Refresher for Immigrant Nurses course and an Electrical Completer for Immigrant Electricians course as part of the Occupational Skills Assessment and Training for Immigrants (OSATI) project;
- Initiated the development of a Certificate program in Intercultural Training;
- Delivered a full-time Residential Community Youth Worker Program in partnership with Manitoba Family Services' Single Parent Job Access Program;
- Delivered English for Job Finding Purposes in partnership with the City of Winnipeg and the Core Area Initiative Training and Employment;
- Delivered a six-month English for Academic Purposes (EAP) program in partnership with the Core Area Initiative Training and Employment and the division's Adult and Continuing Education Branch;
- Introduced computer literacy into the core curriculum of the Adult Basic Education Program.

Extension Services

- Introduced part-time certificate programs in Public Sector Administration, Correctional Officer Training, Equestrian Studies and Autocad;
- Added new subjects in Business Administration, Computer/Analyst Programmer, Business Education, Small Business Management, Nursing, Correctional Officer, Autocad and Special Studies;
- Undertook program revisions in electronics, Child Care, Occupational Health Nursing, American Sign Language, Correctional Officer, Foster Care, Developmental Services Worker and Computer/Analyst Programmer.

Distance Education

- Introduced Introduction to Gerontology, under the Activities and Service Development Certificate program. The subject was offered to 45 students in eight communities across the province;
- A Writing Skills program was offered to 15 staff members of the Indian and Metis Friendship Centre of Winnipeg to train them in various aspects of business communications;
- Eight child care subjects were developed for distance education in cooperation with the Child Care Services Department of RRCC and the department's Distance Education and Technology Branch.

Successful Completions

Graduation exercises for over 2,400 diploma and certificate program graduates were held in two commencement ceremonies in June. Other graduation ceremonies were held at various times throughout the year.

Marketing Centre

The RRCC Marketing Centre coordinated a variety of industrial training programs with 86 contracts totalling nearly $2,250,000 being signed. Training was carried out both at the college and at different industrial and commercial sites.

An Entrepreneurship for Women course was set up and delivered in the Steinbach area with funding from the Employment and Immigration Canada Centre .

A new Silk Screen Processing course was developed and sold to the Employment and Immigration Canada Centre.

Expenditures by Sub-Appropriation

5 (c) Red River Community College	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimates		704.41	28,387,800			
– Main Estimates Authority from General Salary Increase XXV			673,800			
Total Salaries	28,881,200		29,061,600	(180,400)	(0.6)	
Total Other Expenditures	6,856,600		6,872,900	(16,300)	(0.2)	
Total Recoverable From Other Appropriations	(453,500)		(413,000)	(40,500)	9.8	

Assiniboine Community College

Assiniboine Community College's (ACC) main objective is to provide, through leadership to the community, opportunities for individuals to acquire skills and knowledge that will enhance their lifelong economic security and personal development.

The college offered 26 full-time programs as well as an extensive selection of continuing education, special, business, industrial and agricultural programs. Programs range in length from brief seminars, to one-year certificate and two-year diploma programs. The college also provides pre-employment training, opportunities for upgrading previously acquired skills, and retraining in different occupations.

This year, 8,531 students enroled in college programming both on and off campus, an increase of 250. Significant increases were realized in regular day, adult basic education and special short program offerings while registrations for evening and agriculture programs were down from the previous year.

International Education

The Sudanese Program Development Fund Project linkage between Khartoum Polytechnic and ACC was completed with two college staff providing technical assistance to Khartoum Polytechnic in September and October, and three staff of the Polytechnic returning to Canada in February and March, to access professional development in their various areas of expertise.

A Kenyan Program Development Fund Project was recently approved. Two Kenyan colleges, the Methenge Technical Institute and the Meru College of Technology, will be recipients of technical assistance and training from ACC. The project will facilitate interaction between the colleges from the fall of 1990 to April, 1993.

Partnership Programming

The college delivered, via distance education techniques, business education programs to three high schools in Rolling River School Division, involving 21 students. The college also delivered portions of its Carpentry and Woodworking program to 22 high school students at Arborg, Gimli, Pierson and Swan River high schools. The program used distance education delivery, supported by instructor visitation. Successful students of these programs receive both high school and college credit.

Staff Development

Three hundred and twenty-nine individual applications for professional development were approved by ACC's Staff Development Committee.

A college-wide staff in-service day provided an opportunity for over 200 participants to investigate issues relevant to post-secondary education in the non-university sector in Manitoba. Workshop sessions on learning and teaching styles, cultural and diversity considerations, cardiopulmonary resuscitation, market driven training, sustainable resources and various word processing packages, provided appropriate sessions for administrators, faculty and support staff. Supervisory training for department heads and chairpersons also continued. One ACC staff member participated in Career Options retraining to acquire new skills.

Cooperative Education

With funding assistance through the federal Canadian Jobs Strategy (CJS) program, the Cooperative Education Centre increased its activity. Fifteen Farm Machinery Mechanics students were successfully placed in paid–related employment positions during a 25-week period. The 21 students in the third intake of the Hospitality/Tourism Administration class were also placed in a cooperative education work term. The 1989 pilot project of 18 Business Administration students resulted in cooperative education being offered as an option to both Brandon and Parkland Business Administration students for the 1990 placement period. By December, approximately 300 employer contacts had been made seeking placements for 1990 cooperative education terms, of which approximately 80 percent are within the province of Manitoba.

Programming

The intake to the Child Care Services program was expanded from 20 to 30 students to meet the growing need for child care workers.

The College continued to offer the post-diploma Infant Care certificate program on a part-time basis. The division has been involved in a tripartite arrangement with the John Howard Society and the Brandon Correctional Institute for the delivery of an Adult Literacy program at the Brandon Correctional Institute.

The division has continued to be involved with the delivery of Developmental Studies and Correctional Officer Training through the CJS program.

The Developmental Studies program was enhanced to make the curriculum more culturally appropriate and to accommodate different learning styles. Strategies were also identified to increase the retention of students in this program.

The Business division enroled 138 Secretarial and Business Accountancy students in September. These students were the first group to participate in a totally individualized, competency based learning (ICBL) delivery format.

New computer subjects at a more advanced level were developed. These subjects will be available for delivery off campus as well as to on-campus Business Administration and Business Accountancy students.

The Engineering Technology and Trades division developed curriculum for a new Automotive Electronics program, which will be delivered for the first time beginning in September, 1990. Curriculum for a new Photocopier Repair module was also developed. This subject will be an option in the Electronic Technician program, and will also be available for delivery off campus.

Several successful CJS programs were delivered by this division. They included a 39-week pre-employment Parts Counterperson program with 13 graduates, a National Energy Conservation Association certified Building Renovations program for persons already involved in the building trades, which had 12 graduates and excellent industry support, and a Power Engineering Class 2 (Boiler Section) program which was offered on a rotating schedule to accommodate its students who were all employed in industry while studying.

The Electrical Technology program was accredited by the Manitoba Society of Certified Engineering Technicians and Technologists (MANSCETT).

The Educational Development Centre (EDC) provided assistance in new program development throughout the college. As well, continued assistance was provided in the area of competency–based learning program development. Much of the college's programming is now available in modules or portable learning packages. There has been a good deal of activity in the various departments in course/subject outline modification and in evaluation studies. The EDC also provided training to 45 Certificate in Adult Education (CAE) candidates, in four subject areas. Through its three departments, the Community Programs division provided an ever-increasing number of diverse program offerings.

The Agriculture department continued its active marketing and program development. Over 1,800 farmers were trained in production skills under market driven training, with a gross revenue of $1,030,000. Agriculture training was delivered to three native reserves, and 42 other Manitoba communities. A new Bridging for Rural Women program was delivered to 44 women in three locations. Several agricultural distance education projects were also successfully completed.

The Business, Industrial and Continuing Education department's Special Programs section, located in the Business and Industrial Training Centre in downtown Brandon, served more than 1,000 clients in 55 courses. Gross revenue for the period was $1,300,000.

ACC's Distance Education section's registration was up about 25 percent. Two new distance education subjects were developed; *The New Literacy* and *Computer Applications.*

The Evening/Part-time programs section enrolment remained stable at about 1,800 students. Revenues offset operating costs with an estimated $28,000 surplus for the year. The Parkland Campus of ACC, located in Dauphin, provided services to over 1,600 students, with courses being offered in 11 Parkland area communities. In addition to the direct educational services provided, Parkland Campus made its facilities available to other users in the educational or training fields, such as the University of Manitoba, Brandon University and the Civil Service Commission. This resulted in another 300 individuals participating in programs at the Parkland Campus.

A 16-week cooking course was offered, in which all seats were purchased directly by the Dauphin Employment and Immigration Canda Centre.

Three Canadian Jobs Strategy programs were offered: Health Care Support worker in Swan River, and Computer Training and Customer Relations in several Parkland communities.

During the past year, the Parkland Campus graduated its first students from a two-year Business Administration diploma program. Within several months of graduation, 11 of 14 graduates were employed.

The college entered into a new working arrangement with Swan Valley School Division. The division passed a motion to provide space free of charge for post-secondary training, while the college provided 12 computers and undertook a commitment to provide more educational opportunities for the adult residents of the Swan Valley region of the Parkland.

Administration and Student Services

The Student Assistance Centre (SAC) continued to offer a comprehensive support program for applicants and students both on and of campus. The Computer Services department continued to expand college computer systems. The addition of eight microcomputer networks brings the total number of supported computer networks to ten, and more than doubles the number of networked stations from 80 to 175. New computer labs were installed at the college, at the Business and Industrial Training Centre, at Swan Valley Regional Secondary School, and for the Agricultural department's mobile classrooms. Computer Services has also been called upon to support market driven training computer projects in locations such as Roblin and Elphinstone.

Expenditures by Sub-Appropriation

5 (d) Assiniboine Community College	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		184.25	7,406,400			
– Main Estimate Authority from General Salary Increase XXV			175,400			
Total Salaries	7,207,100		7,581,800	(374,700)	(4.9)	
Total Other Expenditures	1,686,400		1,615,900	70,500	4.4	
Total Recoverable From Other Appropriations	(18,300)		(20,000)	1,700	(8.5)	

Keewatin Community College

The objective of Keewatin Community College (KCC) is to provide northern Manitobans with vocational and academic skills to support individual educational development and meet the province's changing social and economic conditions.

Enrolment increased in all four program areas – regular day, adult basic education, evening and other, which includes apprenticeship and special short programs. Total enrolment was 2,584 students, up from 2,111.

KCC has been extensively involved in improving the educational opportunities in those areas where there are identified needs to serve northern Manitobans. Many initiatives were undertaken during this period which have resulted in positive change and a growth in programs and services for the people served by KCC.

The responsibility for administering and delivering all Northern Training and Employment Agency (NTEA) programs and the Civil Engineering Technology and Northern Nursing ACCESS programs in Thompson was transferred to KCC. Similarly, the administration of ACCESS North, The Pas was transferred to the college. This established KCC as a focal point of educational contact for northern residents seeking post-secondary certificate and diploma training. The integration has also allowed the college to deliver a wider range of programming throughout the north using a variety of delivery methods.

Community coordinators were hired in Lynn Lake, Leaf Rapids, Churchill, Snow Lake, Gillam, Grand Rapids, Easterville, Norway House and Cross Lake to coordinate course offerings and to provide feedback to the college from the community level.

A regional centre was established in Flin Flon to provide a college presence in that community. The mandate of this centre is to increase the number of programs offered based on the needs as determined by community members. To date, over 20 regular day time, evening and special programs have been offered in this community.

"Friends of KCC" partnerships, comprised of representatives from business, industry, commerce, municipalities and northern agencies, were established in the communities of Flin Flon, The Pas, Thompson, Norway House and Grand Rapids. The "Friends of KCC" meet twice yearly with college administration to provide feedback on KCC's programs and services, to receive information on the college's goals and objectives and to provide a forum for the exchange of ideas, concerns and recommendations.

The college helped establish a Northern Industrial Training Group with membership from major industries in the north including INCO, Hudson Bay Mining and Smelting, Repap Manitoba Inc. and Manitoba Hydro. This group advises the college and government on matters relating to industrial training, cooperative training and the training needs of northern industries. The group also coordinates joint training.

In order to ensure the college is meeting the needs of northern Manitoba's aboriginal population, an Aboriginal Advisory Committee to the President has been formed. This committee will advise the President on program content, course offerings and service to aboriginal people.

A Northern Women's Advisory Committee has also been established to provide advice and feedback on college services and programs and course curriculum as it pertains to northern women. This committee is comprised of representatives from women's groups and organizations throughout northern Manitoba.

In response to the needs of northern Manitoba and particularly those of the Native Bands and organizations, Keewatin Community College conducted a series of needs assessments to determine the current occupational skills of respondents and to formulate recommendations for further training.

As of March 1990, over 65 evening programs representing a broad range of course offerings were operational in the communities of Thompson, Flin Flon, The Pas, Snow Lake, Gillam and Leaf Rapids.

A Native Management Studies working group has been established with the three northern Employment and Immigration Canada Centres to explore programming and delivery.

The college residence renovations were completed in October. Renovations included the conversion of existing residence space from four-person to two-person capacity, the addition of kitchen facilities, the provision of facilities suitable for the physically handicapped, improved recreational areas and upgrading of plumbing, electrical and ventilation systems.

On February 14, the residence was officially named the Carroll Residence in honour of John (Jack) Carroll, MLA for The Pas from 1958 to 1969. Participating in the ceremony were members of the Carroll family and a number of dignitaries including His Honour, Dr. George Johnson, Lieutenant Governor, the Honourable Len Derkach, Minister of Education and Training and the Honourable Albert Driedger, Minister of Government Services.

A proactive recruiting campaign for Women's Programs, ACCESS and general college programs was initiated. College representatives have travelled extensively throughout northern Manitoba explaining programs and options.

Public Sector Administration, a certificate program designed specifically to provide women with the skills and knowledge which are fundamental for employment in the public sector as supervisors, managers or administrators, was initiated in The Pas and Thompson.

Business Accountancy was approved for delivery in Thompson and Flin Flon. Graduates of this program can continue their training at The Pas by taking the Business Administration second–year program.

A joint Educational Assistant Program between the University of Winnipeg and KCC was developed. This certificate program will be delivered for the first time beginning in October, 1990.

Carpentry/Woodworking and Pre-Employment Welding were re-established. In addition, two new programs were established for Margaret Barbour Collegiate Institute: Power Mechanics, Level II and Building Construction I. Other programs offered were Heavy Duty Mechanics, Carpentry for Women and Pre-employment Electrical.

Other new programs offered through the Trades Department include Orientation to Construction Electrical, Drywall Installation, Basic Rigging and Emergency First Aid.

Pre-RCMP Training, an academic upgrading program designed to allow graduates to meet selection criteria of the Royal Canadian Mounted Police, was developed and approved for delivery in 1990.

Three–year integrated programs in Natural Resources Management and Business Administration have been approved to increase accessibility of northern Manitobans to these programs.

Child Care Services, a two year program to train students for certification as Child Care Worker II, was established in Thompson.

Industrial Mechanic Cooperative and Journeyperson Hydraulic Upgrading programs were initiated in Thompson. These programs allow employed industrial mechanics to upgrade their skills through part-time study.

Level II and III Carpentry programs were facilitated in the Island Lake area. As well, nine Carpentry apprenticeship programs from Levels I to IV were delivered in Thompson.

Trades Qualification, a program to upgrade students with carpentry experience to the Journeyperson level, was conducted at the Thompson campus.

Heavy Equipment Operator and Truck Driver Training were delivered in a number of communities throughout northern Manitoba, including Snow Lake, Pukatawagan, Brochet and The Pas. Carpentry training was delivered in Long Body Creek, Grand Rapids and Thompson.

Career Decision Workshops, designed to provide aboriginal women with information about training opportunities and assist with career decision making, were offered in Pelican Rapids, York Landing, Churchill, Nelson House, Ilford, Matheson Island, Pikwitonei, Gods Lake Narrows, Fisher River/Peguis, and St. Theresa Point.

Pre-Carpentry Training, designed to provide women with a practical orientation to the carpentry trade and social skill development, was offered in Thompson, Pelican Rapids/Shoal River, Berens River and York Landing.

The Basic Business Skills program was provided to the Northern Association of Community Councils.

The college established a multicultural education committee to review course content, develop cross–cultural curriculum and advise college management on issues related to multicultural education.

The Market Driven Training Centre, which was established to respond effectively to the training needs of northern business, industry, agencies and community organizations, has been actively marketing and delivering a wide range of programs and services including many directed at affirmative action groups.

The centre developed a detailed needs assessment procedure to determine training needs within any organization. Training needs assessments have been completed with the Norway House Indian Band, Sherridon Development Corporation and The Pas Indian Band.

A Water/Waste Water Management was successfully delivered to employees of the Northern Affairs Public Works Department. Two further training programs, Small Motor Maintenance and Vehicle Maintenance, have been developed for delivery.

The Market Driven Training Centre is currently delivering management studies and computer applications to members of the Norway House Indian Band. As well, a Building/Arena Maintenance program, has been developed for delivery.

Other courses offered through the Market Driven Training Centre included Business Skills Integrated, Programmable Logic Controllers, Industrial Electronics and Fluid Power Upgrading to organizations in Thompson, and Truck Driver Training in Norway House, Cross Lake, Split Lake and Nelson House. Microcomputer training and computer seminars were offered to organizations in The Pas as well as academic and life skills training for three CJS programs in The Pas.

Three health care programs, Health Care Aide, Home Support Worker and Home Care Attendant were developed to respond to increasing demand for training in this area. The Health Care Aide program is currently operating in Oxford House.

Expenditures by Sub-Appropriation

5 (e) Keewatin Community College	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		138.15	5,440,400			
– Main Estimate Authority from General Salary Increase XXV			136,300			
Total Salaries	5,504,400		5,576,700	(72,300)	(1.3)	
Other Expenditures	1,920,500		1,606,700	313,800	19.5	17
– Grants/Transfer Payments Northern Training and Employment Agency	3,370,300		3,630,000	(259,700)	(7.2)	
Total Other Expenditures	5,290,800		5,236,700	54,100	1.0	
Total Recoverable From Other Appropriations	(23,900)		(15,000)	(8,900)	59.3	

17. The over expenditure is due primarily to the transfer of the Civil Technology and ACCESS The Pas from Special Programs 16 5 (q) and Northern Nursing 16 5 (r) to KCC during the fiscal year.

Cooperative Training Programs

The goal of Cooperative Training Programs is to provide training opportunities to both Manitoba and international students through cooperative training arrangements. The major activities include: the provision of adult education training programs at the South Winnipeg Technical Centre; the coordination and administration of programs under the inter-provincial training agreements; the development, support and promotion of inter-provincial educational opportunities; and the negotiation of training for sponsored international students.

This year, 85 adult students received training at South Winnipeg Technical Centre.

Inter-provincial training opportunities were made available to 68 Manitobans in veterinary medicine, optometry, surveying engineering, nuclear medicine technology, denturist technology, and dental nursing. In addition, negotiations were initiated for a new inter-provincial training agreement in orthodontics and prosthetics at the British Columbia Institute of Technology, and Manitoba continued to provide training in occupational therapy to nine Saskatchewan students. After ten years of negotiation, the four western provinces have reached consensus regarding a new cost-sharing inter-provincial training agreement to provide training in Veterinary Medicine at the University of Saskatchewan.

An international education strategy was prepared based on a study done by an independent consultant, hired to determine the needs of international education in Manitoba.

The Premier of Manitoba and the Governor of Minnesota signed the Minnesota–Manitoba Agreement of Education Cooperation in September. The agreement commits the two governments to establish mechanisms to facilitate cooperative ventures in education and research.

A number of significant joint events have already occurred:

a meeting in St. Paul on MINITEX, Minnesota's automated inter-library telecommunications exchange system;

an inaugural conference in Winnipeg hosted by the Minister and involving the universities and the community and private colleges of both jurisdictions;

a Manitoba–Minnesota Symposium on distance education was held in St. Paul; and course information has been exchanged.

Expenditures by Sub-Appropriation

5 (f) Cooperative Training Program	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		11.00	79,900			
– Main Estimate Authority from General Salary Increase XXV			12,000			
Total Salaries	10,800		91,900	(81,100)	(88.2)	18
Total Other Expenditures	1,792,300		1,655,400	136,900	8.3	

18. Under expenditure in salaries is due to vacancies. Over expenditures in other expenditures is due to increased costs for training under inter-provincial training agreements.

Student Aid Branch

The Manitoba Student Aid Program increases educational opportunities by providing financial assistance to Manitobans whose finances limit their educational choices. This assistance, in the form of loans and bursaries, is intended to supplement the applicant's resources or the combined resources of the applicant and his or her immediate family. The level of assistance is determined through an assessment of financial need and other criteria.

Student Aid received 20,033 applications for post-secondary and secondary financial assistance. Applications were processed within six to eight weeks. Approximately 51,000 requests for information and assistance were handled over the telephone, while this service was provided in person to an additional 23,000 people. Student advisors interviewed over 2,700 students who required in–depth financial advice. The interviews were conducted at the branch, and on the campuses of various institutions served by the Student Aid offices in Winnipeg and Brandon.

The new Application for Financial Assistance was developed to collect and assess detailed financial information prior to the start of classes, so that it is possible to estimate students' funding requirements, and to notify them of their awards prior to the start of classes.

For students, this means the removal of ambiguity surrounding funding which was an inherent deficiency in the two–application process. Furthermore, the ability to estimate students' funding for the entire session enables Student Aid to decide on the timing of award payments and the amounts in which they should occur, critical factors in addressing two concerns - the high debt load accumulated by students and the timely payment of awards to high needs students.

For students with high needs, a multiple payment pattern makes it possible to issue awards in a more timely fashion, so that students with high tuition or living costs receive Manitoba Government Bursary funding much earlier than was previously the case.

For students with relatively low needs or, little or no experience in money management, awards are paid out in smaller, more manageable amounts to give students an opportunity to develop budgeting skills and simultaneously discourage the accumulation of unwarranted debts.

Expenditures by Sub-Appropriation

5 (g) Student Aid	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		48.00	1,416,100			
– Main Estimate Authority from General Salary Increase XXV			32,000			
Total Salaries	1,413,400		1,448,100	(34,700)	(2.4)	
Other Expenditures	264,200		260,300	3,900	1.5	
Total Assistance	10,524,800		10,597,300	(72,500)	(0.7)	

Student Aid Appeal Board

The board is an independent body consisting of a chairperson and six members which considers appeals of decisions by the Student Aid Branch concerning student assistance.

The board received 1,064 appeals, a 3% drop from the 1,100 appeals received in the previous year. One out of two appeals was successful, while the remaining 50 percent were denied, cancelled or handled as reviews. The most frequent categories of appeals were educational or other costs, parental contribution, assets, bursary eligibility and pre-study contribution.

The board held hearings at campuses in Winnipeg and Brandon, and interviewed 135 students, either in person or by telephone. In its annual report to the Minister, the board provided a detailed account of its operations and findings for the previous processing year.

Expenditures by Sub-Appropriation

5 (h) Student Aid Appeal Board	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		4.00	125,100			
– Main Estimate Authority from General Salary Increase XXV			4,200			
Total Salaries	126,000		129,300	(3,300)	(2.6)	
Total Other Expenditures	7,300		7,700	(400)	(5.2)	

Post-Secondary Career Development Branch

The objectives of this branch are to increase accessibility to post-secondary education, to increase its responsiveness, and to maximize the possibility of success for those who have formerly been excluded from post-secondary education and training opportunities.

Activities include the coordination and administration of post-secondary education and training ACCESS programs. Through an integrated system of personal, academic, and financial supports, the programs attempt to maximize the opportunity for successful completion of the course of study.

Northern Development Agreement – Canada/ Manitoba

ACCESS programs were funded under the Canada-Manitoba Northern Development Agreement (NDA), the extension of which expired on March 31. Funding was cost-shared with the federal government, which provided 60 percent of the funds while the province provided 40 percent. The priority candidates for these programs are northern Manitobans, particularly those of Native ancestry.

The programs in this category include:

1. The University of Manitoba ACCESS Program – North located on campus in Winnipeg. Current enrolment: 41 (24 female, 17 male). Graduates in 1989–90: 3.
2. The Special Pre-Medical Studies Program located on the University of Manitoba campus. Discipline: preparatory studies for entry into medical faculties.

   Target group: Manitobans of aboriginal ancestry. Current enrolment: 32 (23 female, 9 male). One transfer into the Professional Health Program (PHP).
3. The PHP located on the University of Manitoba campus. Discipline: Medical Faculties. Target group: Manitobans of aboriginal ancestry. Current enrolment: 5 (3 female, 2 male).
4. The Northern Bachelor of Social Work Program delivered by the University of Manitoba and located in Thompson. Discipline: Social Work (Bachelor). Current enrolment: 67 (54 female, 13 male). Graduates in 1989–90: 8.
5. The Brandon University Northern Teacher Education Program delivered by Brandon University. This program operated in the following centres: Thompson, Peguis, Norway House, Wanipigow, Camperville, Cranberry Portage, Cross Lake and St. Theresa Point. Discipline: Education (Bachelor). Current enrolment: 103 (83 female, 20 male). Graduates in 1989–90: 23.
6. The Community College ACCESS Program – North delivered by RRCC and located on the college campus. Current enrolment: 47 (27 female, 20 male). Graduates in 1989–90: 13.

Responsibility for the administration of the Northern Nursing program which is located at the Wa-Wah-Tay-O Education Centre in Thompson and delivered by RRCC, was transferred to KCC in July.

Expenditures by Sub-Appropriation

5 (j) Northern Development Agreement – Canada – Manitoba-Post-Secondary Career Development	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		19.26	306,900			
– Main Estimate Authority from General Salary Increase XXV			10,800			
– Main Estimate Authority from Enabling Vote XXVI			460,400			
Total Salaries	523,600		778,100	(254,500)	(32.7)	19
Other Expenditures						
– Main Estimate			617,900			
– Main Estimate Authority from Enabling Vote XXVI			926,800			
Sub-total Other Expenditures	595,100		1,544,700	(949,600)	(61.5)	19
– Grants/Transfer Payments						
– Main Estimate			2,522,500			
– Main Estimate from Enabling Vote XXVI			3,783,700			
Sub-total Grants/Transfer Payments	6,220,200		6,306,200	(86,000)	(1.4)	19
Total Other Expenditures	6,815,300		7,850,900	(1,035,600)	(13.2)	19
Recoverable From Other Appropriations						
– Main Estimate			(3,447,300)			
– Main Estimate Authority from General Salary Increase XXV			(10,800)			
– Main Estimate Authority from Enabling Vote XXVI			(5,170,900)			
Total Recoverable From OtherAppropriations	(7,338,900)		(8,629,000)	1,290,100	(15.0)	19

19. Transfer of the Northern Nursing program to KCC 16 5 (r) during the fiscal year.

Expenditures by Sub-Appropriation

5 (r) Northern Development Agreement – Canada-Manitoba-Northern Nursing Program	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate			0			
– Main Estimate Authority from General Salary Increase XXV			6,000			
Total Salaries	506,400		6,000	500,400		20
Total Other Expenditures	557,600		0	557,600		20
Recoverable From Other Appropriations						
– Main Estimate			0			
– Main Estimate Authority from General Salary Increase XXV			(6,000)			
Total Recoverable From Other Appropriations	(1,064,000)		(6,000)	(1,058,000)		

20. This variance reflects the transfer of responsibility for the Northern Nursing Program from the Post-Secondary Career Development Branch to KCC under this sub-appropriation.

Winnipeg Core Area Initiative Employment and Training Program

The Winnipeg Core Area Initiative is a $100 million urban revitalization project that addresses the physical, economic, and social concerns of the inner city. The second tripartite agreement for the Winnipeg Core Area Initiative ends March 31, 1991.

Employment and Training, Program 9, is specifically aimed at the development of human resources. Its mandate is twofold: first, to identify employment opportunities, and second, to provide training for core area residents for that employment.

Employment is directed towards core area residents who are long-term unemployed or under-employed, and are typically social assistance recipients, unemployment insurance recipients, or low income earners. The priority groups are women, aboriginal people, visible minorities, and the disabled.

The Employment and Training Program is committed to offering a range of programming opportunities for core area residents. Programming falls into three areas: Occupational Training, Community–Based Programs, and Affirmative Action/Individualized Placements. Overall, 62 programs were delivered, serving 1,214 students. The programs exhibited an 82% completion rate and a 94% employment rate in the Occupational Programs and Affirmative Action/Individualized Placements. The cost per student was $2,388.

Occupational Programs are delivered through the Occupational Training Centre, 228 Notre Dame Avenue. In the occupational area 13 programs were delivered, and 253 students participated in training. There was an 85% course completion rate and a 94% employment rate. Six occupational programs were completed: Developmental Services Worker, Financial Institutions III, Telephone Operators, Homemakers, Clerical I, and Transit Operators. Seven programs began and will continue to operate in 1990–91: Hard Hatted Women, Human Justice III, Transport Drivers, Adult Educators, Clerical II and III, and Financial Institutions IV.

The Winnipeg Police Department included the Human Justice Training Program III as part of its five-year plan to increase participation of aboriginal people and visible minorities in the police force. This program was run in cooperation with the Winnipeg Police Department and the RCMP.

Two programs were run in cooperation with Manitoba Telephone System (MTS). In Telephone Operators, 18 core area residents took part in training. The program resulted in a 100% employment rate. In the Hard Hatted Women Program, unemployed core area women as well as MTS employees took part in training to prepare women to enter apprenticeable trades with MTS and construction trades with the City of Winnipeg.

In all, 66 persons participated in training as clerical workers. This program was a response to a continuing high demand by employment equity employers for trained people of aboriginal or visible minorities backgrounds.

A successful cooperative venture with the Provincial Justice System provided special training for six of the clerical students in preparation for employment with Manitoba Justice.

Eleven trainees were hired as transit operators with the City of Winnipeg.

The Adult Educators program began and is preparing people of aboriginal descent to work in community colleges and private vocational or community–based training institutions. This program is offered in co-operation with the New Careers Program and the Island Lake Tribal Council.

Community–Based Programs are delivered through Central Park Learning Centre, 368 Edmonton Street. Twenty-seven programs were delivered through Central Park Learning Centre, with 816 students receiving training. The completion rate of the programs was 81%.

Programs through the Centre are generally short-term, part-time programs which address the specific language and skills development of community group members. Programs include Special Purpose Language Training, Personal Growth Programs, GED Programs, Academic Upgrading, and Typing and Word Processing.

One of the key accomplishments of Central Park Learning Centre is the delivery of Special Purpose Language Training. Employment and Training has worked with RRCC and the department's Adult and Continuing Education Branch to develop and deliver language programs that address the specific language needs of particular groups. English for Science and Technology was a new initiative. Continued demand for Special Purpose Language Training resulted in renewed offerings of English for Academic Purposes, English for Job Finding Purposes, and English for Medical Purposes.

Central Park Learning Centre also administers the Integrated Business Administration Program, now in its third and final year. This program is run in cooperation with the department's Post-Secondary Career Development Branch and is held at RRCC. Thirteen aboriginal core area residents are sponsored in that program and will graduate in January, 1991.

The Youth Entry Program is an innovative 12-month program assisting 14 unemployed high-risk Indo-Chinese youth to enter the work force or return to further education and training.

All students in the English for Academic Purposes III graduated and are pursuing further studies in post-secondary institutions in Winnipeg.

The Affirmative Action/Individualized Placement Program assists employers within the core area of Winnipeg who are participating in Core Area Initiative funded projects or who are members of a designated priority group to develop a work force that more closely reflects the population profile of Winnipeg. The program is primarily cost-shared on-the-job training.

Development of programming in this area represented a major thrust to work proactively with programs across the Core Area Initiative. Activity in this area increased by 141%.

Twenty-two programs were delivered and 145 people were trained. The program resulted in a 77% completion rate and a 92% employment rate.

A number of small group training placements were developed. The Lathers Programs offered a unique opportunity for union, industry and Employment and Training to work together in the design and delivery of a training program. Six trainees were recruited for work in drywall installation and are now indentured to either the Lathers Union or to employers in the industry.

Another successful venture resulted in 18 core area residents participating in on-the-job training with Willmar Industries in various sectors of the home renovation industry. The program offered a three-week, in-class session and was followed by a six-month on-the-job training program cost-shared with the employer.

Cross-cultural workshops were developed for industry for supervisors and front-line management.

Expenditures by Sub-Appropriation

5 (k) Canada-Manitoba-Winnipeg Renewed Core Area Agreement Employment and Training	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Other Expenditures						
– Grants/Transfer Payments						
– Main Estimate		16.00	2,320,000			
– Main Estimate Authority from General Salary Increase XXV			9,300			
– Main Estimate Authority from Enabling Vote XXVI			580,000			
Total Other Expenditures	2,898,500		2,909,300	10,800	0.4	
Recoverable From Other Appropriations						
– Main Estimate			(2,320,000)			
– Main Estimate Authority from General Salary Increase XXV			(9,300)			
– Main Estimate Authority from Enabling Vote XXVI			(580,000)			
Total Recoverable From Other Appropriations	(2,898,500)		(2,909,300)	(10,800)	0.4	

Adult and Continuing Education Branch

The branch is responsible for providing education coordination, funding, and support for existing adult English as a Second Language (ESL) and adult education programs delivered by school divisions or other providers. It is also responsible for the development, implementation, funding and monitoring (most often in partnership with other providers) of new initiatives. It consists of two units: the Adult Language Training Unit and the Continuing Education Unit.

Adult Language Training Unit

This unit provides funding for adult ESL throughout the province through school divisions, community groups, ethnocultural organizations, settlement service agencies, and in joint projects with other training delivery agencies.

It also provides supports to institutional delivery in the public education system through special supplementary grants and provision of space. Supports to the ESL system as a whole are also provided in the areas of curriculum development and teacher support. Coordination of all public sector adult language training is the responsibility of the unit.

The unit is also involved in the following:

Community Based Language Training (CBLT) in partnership with ethnocultural and settlement service organizations to reach adults unable to access other types of language training;

English in the Workplace (EWP) training through private and public sector employers;

English at Home (EAH) instruction through the mail and over the phone in cooperation with the Correspondence Branch;

English for Academic Purposes (EAP) and English for Science and Technology (EST) in collaboration with RRCC and Core Area Initiative and Employment Training Program.

Registration figures for the institutionally delivered ESL and community based programs for which Adult and Continuing Education (ACE) Branch is responsible, are approximately 6,920. The breakdown is: 400 students in EWP, 90 in EAH, 15 in EAP, 15 in EST, 6,000 in institutional and 400 in community–based programs.

Results

An evaluation of institutionally based programming in Winnipeg School Division No. 1, RRCC, and the Applied Linguistic Centre was carried out by Price Waterhouse. Its conclusion was that there had been significant improvements over the past three years in accessibility of training, quality of training and coordination of services. It also noted that the cost per student had decreased.

Continuing Education Unit

This unit encourages, coordinates, funds and monitors adult and continuing education activities among institutional and non-institutional deliverers, for special needs adults (disabled and hard-of-hearing adults, and senior citizens), through programs designed to assist individuals to develop greater independence or to develop employment skills which promote greater independent living skills. Based upon assessed needs of adult learners, the unit staff work with community organizations, school divisions and others, to ensure that programming is designed to meet individual needs.

In addition to the provision of grants to a number of organizations, the unit staff also assists with program development, professional development, materials development and program review. Postcourse evaluations are completed for each project funded by the unit, with input from program administrators, instructors, adult learners, and in some cases, family members of participating learners. Increased independence, or the development of specific skills related to greater independence for individuals, form the basis of the project evaluations.

Seven such projects, in three categories (Life Skills for Mentally Handicapped Adults; Microcomputers for Physically Handicapped - three levels; and Speech reading for Hearing Impaired Adults) were funded by the unit, with total enrolment at 197 adults. Projects were located in Winnipeg and Selkirk. Several programs for senior citizens, operated by Creative Retirement Manitoba and the Age and Opportunity Centres enroled 2,725 seniors in a variety of subject areas.

The unit also administers the funding of part-time (evening) adult education in the public education system under the Adult Education Grants Regulation (80/88). Support for use of facilities in rural school divisions is also included in this regulation. Twenty–three school divisions participated in the program, with a total of 15,500 adults enroled in a wide range of programs which included basic education, high school credit courses, life skills, conversational languages, business skills, computer awareness, trade and technical skills and many more.

Priority population participation targets were reached and exceeded in two of four categories. Programs resulted in a 44% participation of visible minorities (goal: 20%), 63% participation of women (goal: 65%), 40% participation of aboriginal people (goal: 35%), and 1.5% participation of the disabled (goal: 10%).

Manitoba Literacy Office

In June, the Manitoba Task Force on Literacy released its report after conducting 29 public hearings throughout the province to determine the extent of illiteracy among the groups affected and to recommend a strategy for literacy programming to meet the needs of these groups. The report, entitled *Pathways for the Learner: A Strategy for Literacy for Manitobans*, contained 28 recommendations, many of which were implemented in 1989–90.

Acting upon the Task Force recommendations, the Minister of Education and Training appointed the Manitoba Literacy Council in June. The Council is composed of representatives from various private and public sector groups which have an interest in literacy and is chaired by Dr. Henry Duckworth, the Chancellor of the University of Manitoba. The role of the Council is to develop an overall policy for literacy in Manitoba and to guide the Literacy Office in its operations.

As the result of another Task Force recommendation, the Manitoba Literacy Office was established in September, at 100-1200 Portage Avenue. The role of the Literacy Office is to implement the province-wide literacy policy and provide leadership in the development and delivery of community–based, learner centred adult literacy programming.

The Literacy Office staff includes the Provincial Literacy Director, an Adult Learning Specialist, a Provincial Program Coordinator, and two Literacy Community Developers in Brandon and The Pas. Literacy Office staff provide training for teachers and volunteers/tutors, assistance in the development and acquisition of learning materials, and coordination of awareness–raising activities.

The main function of the Literacy Office is to process applications for both provincial and federal funding for literacy programs and projects. The goal was to fund community–based, learner–centred adult programs, as suggested in the Task Force report. Applications must include strong backing from a wide variety of groups and individuals in the community.

Provincial funds in this fiscal year were paid out for a variety of initiatives: $154,200 was granted to allow the continuation of ten existing adult literacy programs; $276,665 was granted to 13 new community–based literacy programs; $64,360 was given as Program Support grants for the enhancement of 16 existing literacy programs; $41,775 was given to five groups to sponsor awareness–raising projects; and $50,000 was paid to three school divisions for the provision of ESL Literacy Programming for immigrant adults.

Although many of the programs did not begin until the end of the fiscal year, existing programs served an estimated 576 learners. Classes were normally offered for ten hours a week in afternoons and evenings.

The Literacy Office also has been responsible for handling all applications for Secretary of State National Literacy Secretariat funds.

A total of $500,000 in federal funds was approved for nine different projects, including adult literacy instruction being offered in five northern Native communities by Frontier School Division, the Journeys Education Association classes in Winnipeg, the Society for Manitobans with Disabilities for a literacy project for deaf adults, programs for male and female inmates in Brandon and Portage la Prairie, a Learners'/Practitioners' Conference, the Manitoba Library Association for the acquisition of adult literacy materials, Evergreen School Division for research into the Pathfinders Learning System, and Red River Community College for a conference on the college's role in literacy.

One of the main roles of the Literacy Office since its inception has been to provide ongoing training to literacy practitioners and volunteers currently working in literacy or ESL.

The office employs an Adult Learning Specialist who determined the schedule of training events after conducting a needs assessment of practitioners in provincial programs. Five three-day introductory courses were offered in various locations across the province with approximately 20 participants in each course.

An additional 15 courses were offered at a more advanced level to experienced literacy and ESL practitioners and volunteers, usually with about ten students per course. These courses included such topics as evaluation of learners and how to work with intermediate level learners.

The Literacy Office was also involved in a variety of awareness–raising activities in recognition of 1990 which has been declared by UNESCO as International Literacy Year (ILY).

Some of these events have included a Literacy Contest in the K to 12 system, presentations to various organizations upon request, sponsorship of the "Developing Freedom" Literacy Play Tour, the use of the ILY logo on department stationery, and participating in the Movement for Canadian Literacy National Book Voyage.

Expenditures by Sub-Appropriation

5 (m) Adult and Continuing Education	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		13.21	508,800			
– Main Estimate Authority from General Salary Increase XXV			7,900			
Total Salaries	441,300		516,700	75,400	(14.6)	
Other Expenditures	368,800		527,800	(159,000)	(30.1)	21
– Grants/Transfer Payments	2,634,000		2,461,400	172,600	7.0	21
– Task Force on Literacy	45,600		70,000	(24,400)	(34.9)	22
Total Other Expenditures	3,048,400		3,059,200	(10,800)	(0.4)	

21. Payments to Winnipeg School Division No. 1 for English as a Second Language were budgeted under other expenditures but were paid from grants.

22. Under expenditure is due to lower than anticipated costs associated with the completion of the Task Force on Literacy review.

Post–Secondary Career Development – Southern Program

The second group of ACCESS programs, totally funded by Manitoba, were targeted to southern disadvantaged Manitobans, particularly those of aboriginal ancestry and immigrants.

These five programs were:

1. The Education Program – Winnipeg Education Centre delivered by the University of Manitoba and located off campus in the inner city of Winnipeg. Discipline: Education (Bachelor). Current enrolment: 51 (37 female, 14 male). Graduates in 1989–90: 6.
2. The Social Work Program – Winnipeg Education Centre delivered by the University of Manitoba and located of campus in the inner city of Winnipeg, Discipline: Social Work (Bachelor). Current enrolment: 65 (51 female, 14 male). Graduates in 1989-90: 7.
3. The University of Manitoba ACCESS Program – South delivered on campus at the University of Manitoba. Current enrolment: 15 (13 female, 2 male). Graduates in 1989–90: 6.
4. The Southern Nursing Program (SNP), formerly called the Inner City Nursing Program, delivered on campus by Red River Community College. Discipline: Nursing (Diploma). Current enrolment: 56 (48 female, 8 male). Graduates in 1989–90: 20.
5. Community College ACCESS Program – South, delivered on campus by Red River Community College. Current enrolment 30 (18 female, 12 male). Graduates in 1989-90: 8.

Also funded under this sub–appropriation is the Native Post–Secondary Unit. Since its inception in 1985-86, the Native Post–Secondary Unit of the branch has continued the process of consultation with Native communities and organizations regarding education at the post–secondary level. In so doing, the unit operates under the principles of community–based education to meet the socio–economic needs of Native communities.

Activities included:

- Liaison with member communities of the Manitoba Métis Federation and Northern Association of Community Councils;
- Participation in the development of post–secondary and adult education initiatives in the communities of Peguis, God's River, Camperville, Tadoule Lake, The Pas, and Thompson, as well as Winnipeg.

In addition, the branch provides support, through grants, to the following: The Manitoba Association of Native Languages Training Centre; the Churchill Research Centre; and the provision of seats for students in the Engineering ACCESS Program interprovincial training agreement with the government of the Northwest Territories.

Expenditures by Sub-Appropriation

5 (n) Post-Secondary Career Development Southern Programs	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		8.00	319,600			
– Main Estimate Authority from General Salary Increase XXV			7,800			
Total Salaries	326,800		327,400	(600)	(0.2)	
Other Expenditures	1,000,300		988,500	11,800	1.2	
– Grants/Transfer Payments	2,831,900		2,906,700	(74,800)	(2.6)	
Total Other Expenditures	3,832,200		3,895,200	(63,000)	(1.6)	

Market Driven Training Program

The Market Driven Training Program was developed to enable the community colleges to be more responsive to training needs arising in the market place and to access fully the funds allocated for the indirect purchase training component of the Canada–Manitoba Agreement on Training.

The program provides additional resources to the three community colleges to allow them to respond in a flexible and dynamic manner to the training demands arising from the rapidly changing Manitoba market. Additional information is provided under the individual college reports.

Expenditures by Sub-Appropriation

5 (p) Market Driven Training	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		60.00	1,875,000			
– Main Estimate Authority from General Salary Increase XXV			85,500			
Total Salaries	2,660,900		1,960,500	700,400	35.7	23
Total Other Expenditures	1,751,700		1,117,500	634,200	56.8	23

23. The level of training activity was higher than budgeted coupled with the receipt of a Canadian Jobs Strategy Enhancement Grant from the federal government.

Special Programs

These two programs were designed to provide training related to employment opportunities at the Manitoba Hydro Limestone construction site as well as spin–off and other employment opportunities in the north. The priority group for these programs are northern Manitobans (particularly of aboriginal ancestry) living within the Nelson–Burntwood agreement boundary.

The programs are:

1. The Engineering ACCESS Program (ENGAP) delivered by the University of Manitoba on campus in Winnipeg. Discipline: Engineering (Bachelor). Target group: Native northern Manitobans. Current enrolment: 36 (5 female, 31 male). First graduate expected in 1991.
2. The ACCESS North – Winnipeg (Electrical/Electronic Technology) program located on campus at Red River Community College. Discipline: Electrical/Electronic Technology. Current enrolment: 30 (6 female, 24 male). First graduates to finish in 1989–90: 12.

In 1987–88, a pilot project entitled the Community–Based University Entrance project was initiated. The project is an innovative approach in adult education which is designed to provide fully–accreditable 300 level, university entrance courses (English 300, Mathematics 300, Physics 300 and Chemistry 300) to adults in northern/Native/remote communities who do not have direct access to such courses.

The curriculum includes a remedial component to incorporate different learning styles, as well as content which takes into account the cultural experiences of individual students. The curriculum assumes that students do not have a familiarity with English, mathematics and the applied sciences.

The responsibility for two additional programs, the ACCESS North – The Pas and Thompson programs previously administered by the Post–Secondary Career Development Branch was transferred to KCC.

Expenditures by Sub-Appropriation

5 (q) Special Programs	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		22.00	769,400			
– Main Estimate Authority from General Salary Increase XXV			10,100			
Total Salaries	394,600		779,500	(384,900)	(49.4)	24
Total Other Expenditures	1,325,700		1,958,300	(632,600)	(32.3)	24

24. The under expenditure in salaries and other expenditures are due to the transfer of responsibility of the ACCESS North program in Thompson from RRCC and the Post-Secondary Career Development Branch to KCC. Additional under expenditure in other expenditures is due to lower than anticipated payments due to attrition, lower than anticipated dependent allowances paid, reduced travel costs due to the program reorganization, and the winding down of the Community–Based University Entrance program.

Bureau de l'éducation française Division

The Bureau de l'éducation française (BEF) Division is responsible for all French–language education in Manitoba. It is responsible for developing and reviewing French–language policies in education in order to assure delivery of pertinent services to client groups. The bureau ensures that French–language education is available to Manitobans whose first language is French, and provides English speaking Manitobans who wish to study in French with programs that answer their needs.

BEF is made up of four branches. The first, Curriculum Development and Implementation, is responsible for developing curricula and providing related professional development activities, including the evaluation of programs and research in the area of French–language education.

The Educational Support Services Branch is responsible for the provision of educational support services for its client groups and within the bureau de l'éducation française Division of Manitoba Education and Training.

BEF's staff negotiate with federal authorities to obtain funding for the various scholarship programs administered by the Bureau to maximize recovery to Manitoba for expenditures of French–language education through the Official Languages Programs and Administrative Services Branch. This branch is also responsible for the preparation, coordination and administration of the division's budget and all of its administrative and support services.

BEF's fourth branch, Library and Materials Production, obtains and produces support materials which are made available to teachers and pupils in Franco–Manitoban, French Immersion and Basic French program schools. This branch is located at 200, avenue de la Cathédrale.

In addition, BEF identifies the needs of the francophone and anglophone communities with regard to French–language education, and reports on these to the Minister and Deputy Minister in order to keep them abreast of developments and enable them to take action if necessary.

The Bureau provided services to sixty school divisions and districts, approximately 5,600 francophone pupils, 19,000 French Immersion pupils and 77,000 Basic French pupils.

The Bureau operates in both official languages.

Objectives

1. To study, develop and recommend to the Minister various policies and priorities dealing with all aspects of French–language education;
2. To promote, plan, apply, administer and facilitate all aspects of French–language education for francophone and anglophone clients from K to 12 and, in so far as possible, at the post–secondary level;
3. To ensure communication and coordination with the other department divisions and their respective branches, the local communities and local, national and international organizations and associations;
4. To integrate all the basic services that are required for French–language education development;
5. To assist the Minister in negotiating all federal assistance programs targeted at promoting the use of the official languages in education and to administer same.

Expenditures by Sub-Appropriation

7 (a) Division Administration	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		2.00	95,400			
– Main Estimate Authority from General Salary Increase XXV			2,900			
Total Salaries	94,800		98,300	(3,500)	(3.6)	
Total Other Expenditures	15,900		22,200	(6,300)	(28.4)	

Curriculum Development and Implementation Branch

The Curriculum Development and Implementation Branch engaged in program development or revision in several subject areas while, in others, efforts were focused on elucidating and gradually implementing curricula introduced in recent years.

Work tools of a more relevant and precise nature were produced for each curriculum development stage and curriculum component.

The new curriculum implementation approach, under which the school divisions and schools are encouraged to assume more responsibility, led the branch to provide services to many schools, at their request, by offering sessions and workshops. In addition, all of the partners in education began important work on the role each of them plays in program implementation, instructional approaches and the learning process.

English

The Bureau was unable to provide educational services to the schools in this discipline. The prolonged illness of the person responsible for this subject area left the position vacant for the entire school year.

Visual Arts

The K to 6 curriculum was officially approved and copies were sent to each school.

A course entitled *Didactique en arts plastiques à l'élémentaire* was organized and given by a resource person in charge of the course at the Université de Montréal.

Curriculum introduction sessions and implementation workshops and sessions were provided at the request of educators.

A slide kit on flowers and animals was completed and can be borrowed or purchased.

Music

Subsequent to meetings held by the music work committee, it was decided to revise the curriculum. A study and comparison of several curricula used in the other provinces was undertaken. The results led the committee to choose the music curriculum and teaching guide developed by the Québec Ministry of Education as a basis for developing the Manitoba French–language program. The philosophy, orientation and instructional approach of the Quebec music guide and program would be incorporated into the broad lines of the Manitoba curriculum materials.

The work committee met several times and continue to work on drafting the Manitoba curriculum objectives. A formal request was made to the Québec Ministry of Communications to obtain the reproduction rights for the Québec materials.

A meeting of K to 12 music teachers in Franco–Manitoban schools was held. It provided the opportunity for exchanging information on improving the continuity of teaching throughout the elementary, junior high and high school levels. A description of the musical knowledge and skills to be achieved by the end of elementary school was developed.

Physical Education

Five main objectives were set in September:

(1) to consult teachers on the role of the Bureau in physical education;

(2) to continue the development and implementation of the Grades 7 to 9 teaching guide, particularly the sections dealing with gymnastics, track and field, cross–country skiing, basketball and muscular development;

(3) to produce a French version of the Manitoba School Fitness 1989 program, including textbook, posters and software;

(4) to encourage teachers, principals, trustees and parents to improve the quality of the physical education programs offered in schools;

(5) to produce a complete catalogue of French–language instructional materials in physical education.

The consultation process is over and the results will serve as a basis for drafting the next action plan. Fifty–seven teachers replied to the questionnaire.

A gymnastics implementation workshop was held and the gymnastics section of the teaching guide was finalized.

Implementation sessions on cross–country skiing and basketball have already been held. Development of the various sections continued but is not yet finalized.

An interim section and related documents on track and field were produced. An implementation workshop was held and a committee struck to produce the final version of the section.

The section on muscular development has not been finalized and was not implemented.

The Manitoba School Fitness 1989 program textbook and posters were translated and revised. Printing is the next step in the process. InfoTech will be in charge of producing the software.

Two workshops were organized to gather teachers' opinions on the quality of the physical education program. Other meetings have been planned for school principals, trustees and parents.

The content and format of the instructional materials catalogue has been determined. A STEP project to hire a student researcher to complete the catalogue was submitted and approved.

French as a First Language (Elementary)

The review of the French as a First Language (Elementary) program was completed and approved. An implementation session was offered to Franco-Manitoban schools to address their specific needs.

A session on the theme of *La grammaire : intégrée ou isolée?* was provided to Grades 1 to 6 teachers.

A training session on a commercially-marketed series was offered to Grades 2 and 3 teachers by a teaching specialist.

Initial piloting of a new reading series was begun, while other series were approved and listed in the Manitoba Textbook Bureau catalogue.

A committee of divisional curriculum consultants continued to exchange information with each other on materials, needs and current teaching practices.

French as a First Language (Secondary)

Two provincial committees have been established to test specific instructional materials. Assessment grids were produced subsequent to individual meetings with members involved in this project.

A committee corrected and revised the Grade 12 curriculum to obtain final approval.

Orientation sessions were offered to assist new teachers in implementing the curricula.

Curriculum implementation workshops for Grades 7 to 12 were given throughout the year at the specific request of teachers during divisional meetings.

Three resource persons from publishing firms gave workshops on teaching strategies for their instructional support materials.

Lire et aimer lire au secondaire (two exercise books) and *Fiches de lecture* (four kits) were distributed and introduced to several groups of teachers and are now available at the Manitoba Textbook Bureau.

The development of a curriculum evaluation questionnaire for Grades 7 to 12 teachers is under way and constitutes the second cycle of the program evaluation.

French as a Second Language – Immersion (Elementary)

Implementation workshops for the new French as a Second Language curricula for Grades 1 to 4 and 5 and 6 were provided at the request of the schools and school divisions.

Consistent with the new philosophy of the Bureau in which implementation is viewed as a process, a second workshop was given to those divisions or schools wanting to make a more detailed study of specific aspects of the curricula.

Two provincial in-services organized by the author of a commercially marketed series were held for Grades 1 and 2.

A committee was established to study a commercially marketed collection. Results of the analysis and evaluation of this instructional material are contained in a report.

French as a Second Language – Immersion (Secondary)

The preliminary version of instructional support materials for the Grade 12 curriculum was finalized and sent to the appropriate teachers throughout the province. This document completes the first generation of curricula now available from Grades 7 to 12.

The preliminary version of the Grade 7 late Immersion curriculum was completed and sent to the appropriate teachers.

The preliminary version of the Grade 8 late Immersion curriculum is being developed. When completed, most likely during the 1990-91 school year, it will be followed by a similar document for Grade 9; an entire curriculum would then be available for the junior high late Immersion program.

Development of the second generation of the early Immersion curricula commenced.

Designed for Grades 9 to 12, this second generation is intended to increase the effectiveness of the curriculum as a work tool, to develop a broader perspective in terms of language, teaching and learning practices, to place greater emphasis on development of cognitive skills and on the cognitive–linguistic component of teaching strategies.

Development of an instructional framework based on the above–mentioned points is underway and will be submitted for the consultation of the teachers involved, during the 1990–91 school year.

Interested teachers were provided with numerous sessions of varying length, among which were theme workshops to address specific needs, and sessions on the availability and accessibility of instructional support materials for the curricula. Special emphasis was placed, and will continue to be placed between now and Christmas 1990, on reading and writing at the secondary level.

Basic French Nine–Year Program

Grades 7 to 9 and 10 to 12:

Several implementation sessions were provided for teachers new to the program.

Grades 4 to 6:

Several Grades 5 and 6 pilot classes were set up to evaluate new textbooks on the market. The final version of the curriculum was printed and distributed to the schools.

Implementation sessions for teachers new to the program were provided.

Six–Year Program

Grade 12 pilot classes were set up and development activities at this grade level were completed. Four orientation sessions for the junior high and high school levels were provided.

Services for the **Exposure Package**, the **Re–Entry Program** and for **Conversational French** were maintained.

Health

The Bureau organized an intensive session on conflict resolution. Four later sessions were also organized.

The Grades 5 and 6 *Acquired Immune Deficiency Syndrome (AIDS)* curricula and related audio–visual materials were developed and distributed to the schools. Training sessions for teachers were provided in various parts of the province.

Identification and development of materials related to various aspects of the Health curriculum continued. Instructional services were also provided on request.

Computer Education

In conjunction with the Educational Technology Program, three spheres of activity dominated the field of school micro–computers: developing a computer consciousness curriculum for high schools; substantially increasing the number of French titles in the Manitoba Textbook Bureau's educational software catalogue; and identifying the factors that play a role in the choice of material and software appropriate for educational computer applications in the French language.

Kindergarten

By virtue of the integration of subject areas, the team of K to 4 curriculum consultants at the Bureau continue to work together. This joint effort ensures that program development and implementation are adapted to the philosophy of early childhood in Franco–Manitoban and Immersion schools. Work is underway to identify early childhood principles common to all programs aimed at this group of pupils. Work on developing an integrated Kindergarten program has been temporarily interrupted by the lengthy illness of the person in charge of this project but is expected to be resumed.

Mathematics

Instructional material was tested in pilot classes at the Grades 4 to 6 levels. Another project was piloted in Grades 1 to 9 classes to test accompanying materials.

The committee in charge of developing a K to 4 curriculum held several meetings and will continue its work.

Following preliminary reflection, activities in preparation for the development of a Grades 5 to 8 curriculum were initiated.

Workshops were offered to new teachers and all teachers whose schools or school divisions requested one.

Instructional materials on manipulation for Grades 1 and 2 were translated and are now available.

The official version of the self-teaching course in Mathematics 300 and 301 is now available.

Home Economics

The Grade 8 Foods and Nutrition curriculum has been approved.

Social Studies

New instructional support material was tested in Grade 5 French as a first language and French Immersion. The drafting of the Grade 4 curriculum was begun. Grade 2 curriculum material was approved.

In addition, workshops and upgrading sessions were organized to study specific aspects of the Social Studies curricula at the Grades 1 to 12 levels. These workshops dealt with the following themes: Social Studies research (Grades 7 to 12); Social Studies teaching content, method and philosophy (Grades 1 to 6 and 7 to 9); and the Social Studies 105, 205 and 305 curricula (Grades 10 to 12).

Science

Development of the K to 2 Science curriculum continued. Significant changes will be made to the new curriculum recently developed by the Bureau.

Development of the Biology 200 and 300 curriculum continued. Certain changes were made, particularly in Biology 200, as a result of previous testing. The Biology 200 and 300 programs will be tested in the coming school year.

A series of workshops and upgrading sessions was provided for teachers. They dealt with the following themes: educational programs based on environmental education (Atout-Faune and Arbre-en-tête), interdisciplinary education in the context of science teaching, the role of the administrator in teaching science, the importance of developing scientific skills, the development of projects for the science fair, and the study of insects (entomology).

Expenditures by Sub-Appropriation

7 (b) Curriculum Development and Implementation	Actual 1989-90 $	Estimate 1989-90 SYs	Estimate 1989-90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		17.26	860,600			
– Main Estimate Authority from General Salary Increase XXV			25,800			
Total Salaries	372,100		886,400	(514,300)	(58.0)	25
Total Other Expenditures	602,800		177,100	425,700	240.4	

25. Secondment salaries are budgeted in salaries but paid from operating funds.

Educational Support Services Branch

The Educational Support Services Branch is responsible for activities and services closely related to French–language education, such as:

- Gathering data and analysis pertaining to program enrolments and budgets;
- Calculation, distribution and supervision of the provincial grants to school divisions for the following school programs: French as a first language, French Immersion, Basic French and Conversational French;
- Evaluation and research projects specifically pertaining to French–language education;
- Educational, administrative and cultural liaison between the Bureau and the department's various divisions, the school divisions, educational and other provincial, national and international organizations involved in French–language education;
- Analysis and evaluation of the special projects subsidized by the Bureau and the Secretary of State;
- Coordination of special projects in distance education.

This branch is also responsible for a number of agreements, two international and one inter–provincial, related to the implementation of educational and cultural projects. The branch provides technical assistance for the recruitment of bilingual teachers as well.

Statistics and Grants

The branch ensured the entry and confirmation of data as well as determined the level of funding for all French–language programs. Ongoing work enabled it to enhance the computer system. The branch was represented on the advisory committee dealing with the form for professional educators as well as on the committee in charge of developing and implementing computer and office systems for the department. An information document on French as a second language programs was prepared. In addition, the branch carried out a number of specially requested statistical analyses which appear in Table 2 under the heading "Appendix".

Evaluation

The branch continued to work on the evaluation project for the French as a first language and second language (immersion) programs in the areas of comprehension and writing skills at the Grade 6 level. The final and summary reports were written. Support Services coordinated the project to evaluate French comprehension and oral skills in Grades 6 and 9 Immersion. The final reports for the Grade 6 and Grade 9 projects were received and the summary reports prepared. The branch also directed a third project to assess comprehension and oral skills in the French as a first language program at the Grades 4, 8 and 11 levels. The development of assessment methods for the above–mentioned levels was ensured. Moreover, the branch maintained a close link with the department's Assessment Section for the preparation of proposals and to ensure follow–up of provincial assessment projects.

Liaison

The branch ensured active and ongoing communication with the 30 Franco–Manitoban schools and the 95 schools that have French Immersion programs and information sessions have been offered in school divisions at their request.

In addition to liaisons maintained with the other sectors of the department, there are liaisons with an increasing number of associations including national and provincial organizations interested in French–language education.

Cultural and Special Projects

In conjunction with 20 groups in Manitoba and eight cultural organizations outside the province, the Educational Support Services Branch has coordinated 24 cultural projects which have benefited some 25,000 students in Franco–Manitoban and Immersion schools in Manitoba.

Seven curriculum guides were prepared to help students and teachers appreciate and learn from these cultural activities. Among other projects, the branch developed a kit for an open house with the theme *"Ma planète, mon milieu"*. The branch continues to encourage groups and local artists to increase their activities in Manitoba schools.

In addition, the branch helped organize the "Mon français, j'm'en occupe" seminar.

Distance Education

The branch collaborated in developing courses for French-language distance education and maintained close links with the Distance Education and Technology Branch. The official version of the Calculus 305 course was offered and preparation of the Science 100 and 101 and Social Studies 300 courses was continued.

Cultural and Education Agreements

Within the scope of the France-Canada, Belgium-Canada and Quebec-Manitoba agreements, Educational Support Services participated in the completion of 30 projects prepared for teachers and students.

A total of 18 teachers attended upgrading sessions in France, while two other teachers attended training sessions in Belgium. Three teachers attended a course in Quebec and 24 specialists in the preparation of teaching and educational materials came to Manitoba from Quebec to share their expertise.

Ten students from Manitoba were matched with ten students from Quebec for a six-month exchange, three months in Manitoba and three in Quebec.

Recruiting Bilingual Teachers

At the request of school divisions, the branch coordinated the recruiting process for bilingual teachers, particularly from other provinces.

In addition, a study to determine the future need for bilingual teachers was initiated.

Adult Education

The branch helped defray a portion of the registration fees for approximately 3,000 adults who took beginner or advanced courses in French at the four universities in the province.

Expenditures by Sub-Appropriation

7 (c) Educational Support Services	Actual 1989-90 $	Estimate 1989-90 SYs	Estimate 1989-90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		4.26	234,800			
– Main Estimate Authority from General Salary Increase XXV			7,100			
Total Salaries	193,600		241,900	(48,300)	(20.0)	
Total Other Expenditures	65,300		69,700	(4,400)	(6.3)	
Total Assistance	1,002,700		1,002,700	0	0.0	

Official Languages Programs and Administrative Services Branch

Among its many responsibilities, this branch administers the financing of assistance programs under the Federal–Provincial Agreement for Official Languages in Education. The provisions in this agreement enable the province to recover part of the additional costs incurred for French–language instruction in the public school system and the universities from the government of Canada. Included are bursaries to students and teachers for studies in French as well as the funding of certain special projects. As well, this branch is responsible for determining and controlling the division's budget for administrative services and the general office.

Negotiations with the Secretary of State in 1989–90 led to the signing of a new bilateral agreement covering the five–year period from 1988–89 to 1992–93. The schedules attached to this agreement are negotiated annually and describe in detail the government of Canada's financial contribution to Manitoba.

Subsequent to federal–provincial negotiations, the province received $7,241,971 in infrastructure assistance in 1989–90 adjustments. This was allocated for special grants to school divisions, program operating and development expenditures at the Collège universitaire de Saint–Boniface (CUSB) and the Institut pédagogique de Saint–Boniface, and for costs related to program development and administration at the Bureau. Independent schools also received grants.

In addition, the province received $769,538 for the creation and development of programs, as well as $684,423 for the funding of special projects, such as the construction of an athletic centre at CUSB. These sums also enabled 488 post–secondary students to commence or continue general or specialized university studies in French by means of travel or study bursaries.

Under the auspices of the Council of Ministers of Education, Canada (CMEC) and the official languages monitor and summer bursaries programs financed by the Secretary of State, the following activities were possible:

- 27 Manitoba post–secondary students acted as language monitors in other Canadian provinces, while Manitoba welcomed 56 monitors in its public schools or universities;
- 135 teachers who teach in French upgraded their linguistic or teaching knowledge by taking specialized summer courses at either CUSB or some other Canadian post–secondary institution;
- 262 students received a $1,490 bursary for their participation in second–language summer course, while 270 students came to Manitoba to study French or English as a second language;
- 29 Franco–Manitoban students were able to participate in summer programs in French–language upgrading; 17 at the Université du Québec à Trois–Rivières and 12 Grade 11 pupils at Jonquière.

Expenditures by Sub-Appropriation

7 (d) Official Languages Programs and Program Administration	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		13.00	370,500			
– Main Estimate Authority from General Salary Increase XXV			11,100			
Total Salaries	387,000		381,600	5,400	1.4	
Total Other Expenditures	375,100		410,900	(35,800)	(8.7)	
Total Assistance	2,288,800		456,400	1,832,400	401.5	26

26. Expenditures for Special Projects under the Federal–Provincial Agreement for Official Languages in Education.

Library and Materials Production Branch

This branch includes the department's French library, an instructional materials production sector and a bookmobile service. The branch is located at 200, avenue de la Cathédrale.

Overall objectives are:

- To assume a leadership role and provide professional support in the areas of development, selection and utilization of the various media as an integral part of the teaching or learning process;
- To supply materials and services to K to 12 teachers and professional educators in the province in order to improve the teaching environment;
- To select, develop and produce materials for instructional use based on the needs specified by schools in the province;
- To make the branch's holdings and relevant new educational technology known and available to the most remote schools by means of the bookmobile.

The branch serves clients in the following three instructional areas: French as a first language, French as a second language (Immersion) and Basic French.

Library

The primary goal of the library, which has more than 60,000 holdings, is to distribute all printed and non-printed materials to users. There were 3,852 members at the end of 1989-90.

This section also coordinates the groups of professionals and non-professionals responsible for libraries. Each group meets four times during the school year.

The library also organized a number of meetings, conferences and seminars for teachers and pupils, among which were *Le colloque des écrivains en herbe* and *Le Festival national du livre*. These events were enhanced by the participation of local and Quebec authors.

In conjunction with CUSB, the library also presided over the "Salon du livre" organization. This year's fair surpassed previous records with sales of $60,000.

Two reading competitions, "Les rats de bibliothèques" and "Le club des livromaniaques" were organized for our school clientele. Both were unprecedented successes.

A new data base system for the library was installed over the course of the year. Known as "Best-Seller", it includes the following modules: circulation, acquisitions, research and reference, and film and video reservations.

The library is also represented on the School Library Media Program (Curriculum Committee).

Statistics

59,026 loans

4,313 requests (information and reference)

60 guided tours of the branch

60 workshops organized by the branch

18 exhibits and booths

17 conferences, study sessions, seminars

8 library committee meetings

Instructional Materials Production

The primary goal of the production sector is to provide users throughout the province with the French-language materials they require for teaching. This is done through the production of materials in our own workshop and the duplication of materials purchased elsewhere.

The following materials were produced this year:

Video Recordings

Writing project in the Seine River School Division

What Girls Should Know About Science and Mathematics

Second *Écrivains en herbe* symposium

Writing workshop at Collège universitaire de Saint-Boniface

Tour of Saint-Boniface (Basic French)

Cooperative Movement

Evaluation and Oral Comprehension

AIDS documentaries: *S comme dans SIDA* and *Le SIDA c'est quoi?*

J'étais parti... (FL1 oral comprehension)

Sound Recordings

Song about the Festival du voyageur
Cercle Molière *Victor* kit
Le panda
Déclarons la guerre aux moustiques

Slides

Étude du milieu hivernal

Other

Several technical and production workshops

Reproduction

225 video orders for 774 cassettes
162 audio orders for 1,076 cassettes
9 slide orders for 2,448 individual slides

Co–productions

The Bureau and the National Film Board:

Entre l'effort et l'oubli (49 min. film).

Jours de plaine (6 min. animated film).

The Bureau and CKSB Radio:

Ten *Sur la trace du voyageur* programs

Radio talk show for French as a first language and Immersion pupils in Grade 10

Other Co–productions

Le Festival théâtre jeunesse

50th Anniversary of the Royal Winnipeg Ballet

Bookmobile

The primary goal of the bookmobile, which is subsidized by the federal government, is to promote access awareness of our holdings among users. The project coordinator visited ten schools throughout the year. Demand for this service is steadily increasing .

Expenditures by Sub-Appropriation

7 (e) Library and Material Production	Actual 1989–90 $	Estimate 1989–90 SYs	Estimate 1989–90 $	Variance Over (Under) $	Variance Over (Under) %	Expl. No.
Salaries						
– Main Estimate		14.00	378,000			
– Main Estimate Authority from General Salary Increase XXV			11,400			
Total Salaries	374,200		389,400	(15,200)	(3.9)	
Total Other Expenditures	183,100		167,400	15,700	9.4	

Frontier School Division No. 48

Frontier School Division was established by ministerial order on July 8, 1965. In 1989–90, the division operated 38 schools in 35 communities in northern Manitoba. Total enrolment was 5,662 students with the smallest number (7) enroled at Disbrowe School in the Red Sucker Lake region and the largest (475) at Jack River School in Norway House. Seven schools in the division including the residential facility at Frontier Collegiate Institute in Cranberry Portage provide high school programs.

Frontier School Board

In 1990, during the silver anniversary of the division, amendments to the Public Schools Act, Chapter 49 Bill 59, provided in Subsection 17, a process for the election of a School Board in Frontier School Division. Prior to the passage of Bill 59, the Minister appointed an official truste under the Act who was granted the powers and responsibilities accorded a duly elected school board.

Frontier communities have expressed general satisfaction with the formal change in the structure of division governance.

Parental/Community Involvement

The issue of parental and community involvement was the major focus at the Annual Conference for School Committees held in Winnipeg in February.

At the conference a second edition of the *Division Handbook on Parental Involvement* was presented. This handbook was produced by a committee of parents and staff.

Parent representations are routinely members of all curriculum committees.

Education Programs

The division continued to respond to the unique educational circumstances and pressures in northern Manitoba.

One of the major initiatives was the establishment of Adult Literacy Centres in five communities. These centres are directed by local committees and more than 1,000 adults received instruction.

In addition, the first community library in remote northern Manitoba was established in Norway House in cooperation with the Provincial Libraries Branch.

Compensatory Support Grant funding continued to be critical in allowing the division to respond to important issues. The major new focus was substance abuse prevention. The Project Charlie initiative trained staff/parent implementation teams from nine communities. The High School Hug In held at Norway House brought together over 150 northern young people from a dozen communities.

Curriculum Development

The division continued to develop additions to its curricula which reflect the unique nature of northern Manitoba. Local history units on Berens River and Wanipigow were completed. Videos on the history of transportation on Lake Winnipeg and a history of the northern Métis are important additions to our social studies program.

Native Literature 205, an elective course, was prepared for pilot in cooperation with the government of the NorthWest Territories.

Learning in Early Years a video produced in cooperation with METV, helps parents and teachers understand the important stages of development in young children.

The division continues to improve its curricula in the major subject areas through evaluation of program efficacy and revisions.

Staff and Staff Development

The division continued, as a result of the teacher shortage, to experience a significant problem in staff turnover with 90 positions including 15 principals needing to be replaced. One response to this problem was increased in–servicing for teachers and development and implementation of a leadership training program for potential administrators. As another response, the division began a repeat of its two year early years in–service sequence.

The division was one of the first to call for a provincial study to assess teacher shortages and develop a response.

The division participated with Manitoba universities in a project to increase the number of the student teachers taking their practicum in northern schools.

The division completed its two–year middle years in-service and curriculum adaptation program.

Particular emphasis was paid to improving instructional leadership skills for principals and resource teachers.

School Facilities

Exterior and interior renovations were undertaken at Grand Rapids, Berens River, and Norway House schools. Major roof retrofit programs were completed on schools at Berens River, Cold Lake, Gillam and Brochet. Classroom additions were constructed at Pine Dock and Jack River.

Appendix

Manitoba Education and Training
SCHOOL DIVISIONS
(Under Revision)
KELSEY 45
KELSEY 46
LAKE
WINNIPEG
SWAN VALLEY
DUCK MOUNTAIN
INTERMOUNTAIN
DAUPHIN-OCHRE AREA NO. 1
TURTLE RIVER
LAKESHORE
EVERGREEN
LAKE WINNIPEG
KELLY TRAIL
BIRDTAIL RIVER
ROLLING RIVER
BEAUTIFUL PLAINS
PINE CREEK
PORTAGE LA PRAIRIE
INTERLAKE
LORD SELKIRK
AGASSIZ
FORT LA BOSSE
BRANDON
CANA-SHILO
TRANSCONA SPRINGFIELD
SOURIS VALLEY
TIGER HILLS
MORRIS MACDONALD
SEINE RIVER
MIDLAND
RED RIVER
HANOVER
ANTLER RIVER
TURTLE MOUNTAIN
PEMBINA VALLEY
WESTERN
GARDEN VALLEY
RHINELAND
BOUNDARY
Cartography by Surveys and Mapping Branch
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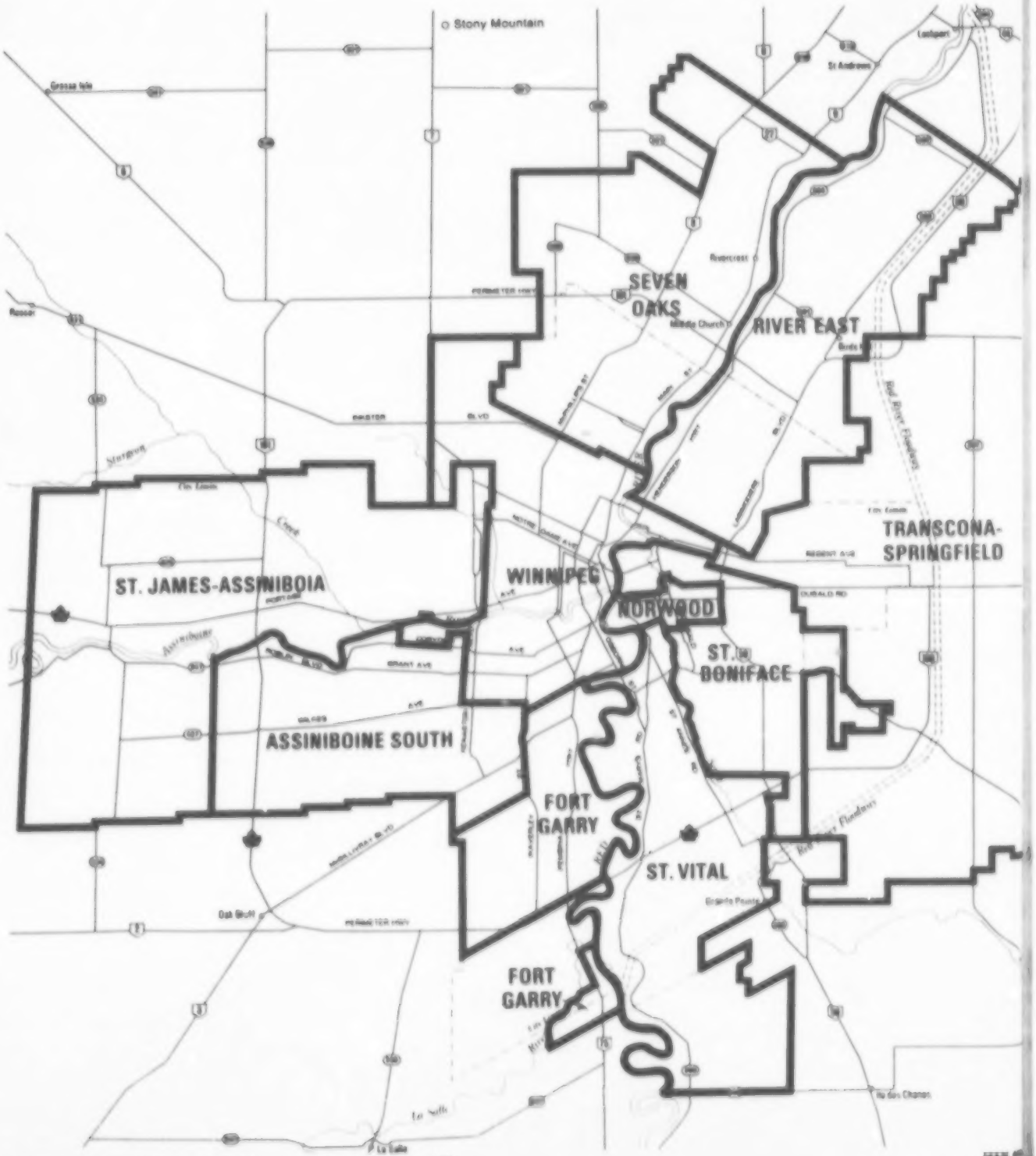
Scale 1 : 2 500 000
MAN 4000

Manitoba Education and Training

WINNIPEG SCHOOL DIVISIONS

(Under Revision)



Cartography by Surveys and Mapping Branch, 1986 © Province of Manitoba 1986

Manitoba Education and Training
SCHOOL DIVISIONS AND DISTRICTS

(Under Revision)

○ Special Revenue School Districts
● Remote School Districts
◒ FRONTIER No. 48

Cartography by Surveys and Mapping Branch, Manitoba 1990

MAN 499C

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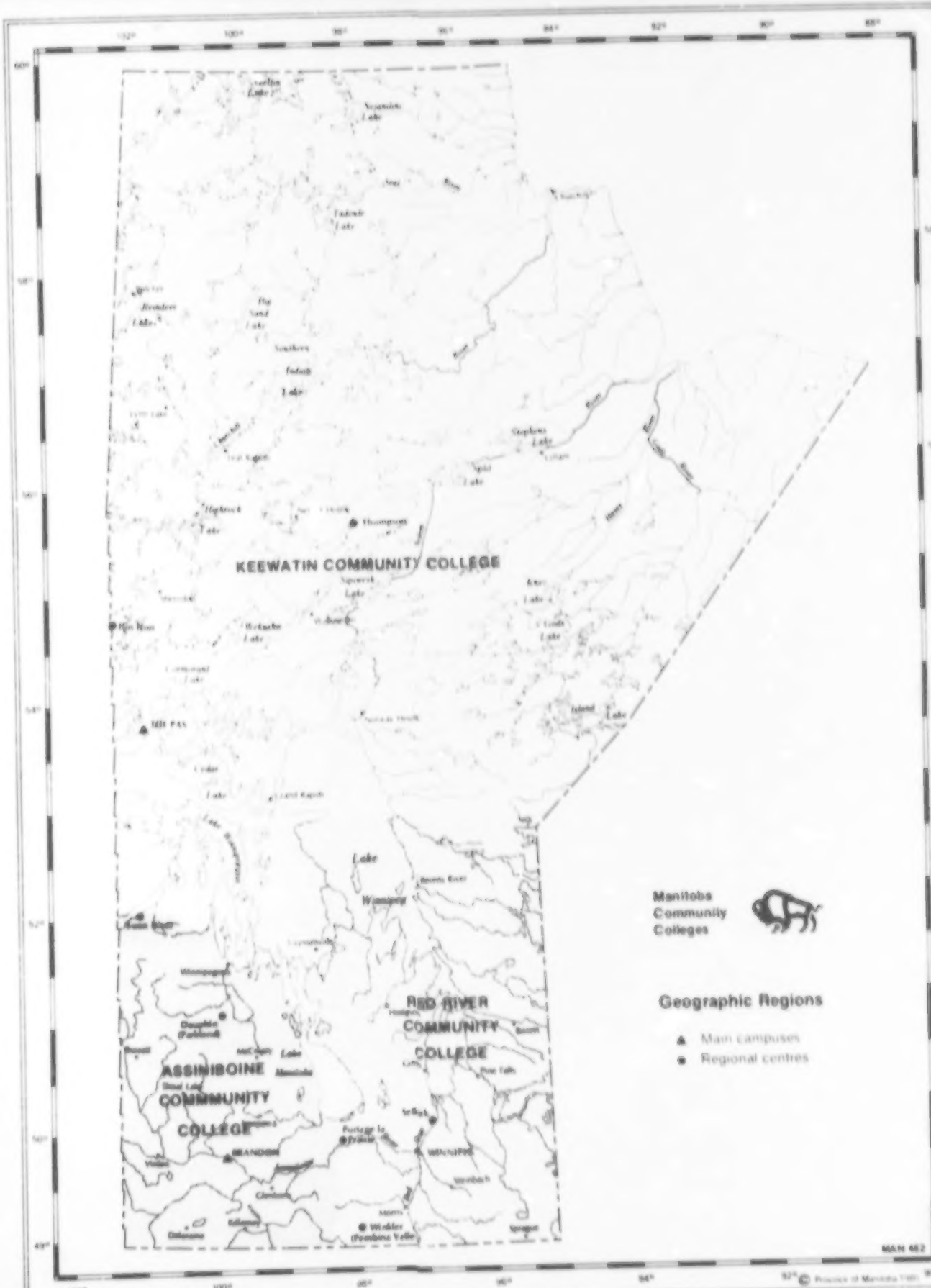
KEEWATIN COMMUNITY COLLEGE
RED RIVER COMMUNITY COLLEGE
ASSINIBOINE COMMUNITY COLLEGE
Manitoba Community Colleges
Geographic Regions
Main campuses
Regional centres
MAN 462

Table 1

Student Enrolment by Grades in Manitoba Public Schools

Year	Special Education	N	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1972	3,219	692	14,180	18,295	18,590	19,269	19,455	19,405	19,863	20,154	19,341	18,585	18,226	16,024	14,410	239,708
1973	2,980	777	14,664	17,044	17,325	18,261	18,959	19,318	19,121	20,386	19,451	18,884	17,391	16,143	13,865	234,569
1974	2,855	960	15,003	17,304	16,361	16,842	18,079	18,789	19,124	19,903	19,569	18,738	17,499	15,666	13,655	230,347
1975	2,847	1,043	15,651	17,691	16,291	15,909	16,602	17,997	18,688	19,842	19,287	18,929	18,016	15,955	13,629	228,377
1976	3,220	1,360	15,508	17,815	16,699	15,905	15,888	16,525	17,804	19,094	19,161	18,457	18,252	16,157	13,928	225,773
1977	2,857	1,496	14,990	17,559	16,840	16,249	15,648	15,735	16,258	18,344	18,501	18,456	18,185	16,275	14,010	221,403
1978	2,845	1,677	14,632	16,639	16,423	16,351	15,804	15,392	15,355	16,703	17,698	18,017	17,757	16,012	14,356	215,661
1979	2,857	1,639	14,594	15,873	15,470	16,043	15,924	15,414	15,080	15,686	16,060	16,947	17,221	15,739	14,223	208,770
1980	3,080	1,769	14,374	15,970	15,052	15,094	15,643	15,633	15,159	15,386	15,223	15,474	16,696	15,552	14,299	204,404
1981	2,961	1,689	13,972	15,887	15,174	14,861	14,879	15,394	15,493	15,479	14,809	14,643	15,568	15,271	14,561	200,661
1982	3,111	1,780	13,915	15,399	15,198	14,962	14,787	14,967	15,295	15,093	15,135	14,799	15,400	14,275	15,405	200,521
1983	3,159	1,868	13,985	15,175	14,742	14,946	14,848	14,678	14,837	15,796	15,614	15,166	15,288	14,312	15,329	199,743
1984	2,936	1,962	14,272	15,183	14,457	14,576	14,884	14,812	14,666	15,354	15,452	15,735	15,745	14,328	15,111	199,474
1985	2,797	2,089	14,373	15,467	14,377	14,378	14,438	14,819	14,687	15,162	15,028	15,493	16,248	14,602	14,990	198,948
1986	2,488	1,991	14,676	15,505	14,640	14,301	14,286	14,479	14,827	15,094	14,958	15,187	16,083	15,162	15,381	199,058
1987	2,397	2,052	14,590	15,593	14,624	14,450	14,221	14,222	14,388	15,233	14,986	15,153	16,061	15,093	16,327	199,390
1988	2,001	2,339	14,784	15,572	14,795	14,432	14,357	14,155	14,132	14,860	14,987	15,165	15,956	14,637	16,610	198,782
1989	1,823	2,431	14,771	15,563	14,864	14,593	14,277	14,227	14,048	14,416	14,602	14,890	16,037	14,665	16,517	197,724

These figures are compiled at September 30th of each year.

Data Source: Enrolment and Transported Pupils Report.

Table 2

Statistics for all French-Language Programs in Manitoba Comparison of 1989–90 and 1988–89 Academic Years

	School Year	French-Language Programs: Français	French Immersion	Exposure and Re-Entry	Conversational French	Total
Divisions/Districts*						
	1989-90	8	25	54	47	57
	1988-89	9	24	55	54	58
	Difference	(1)	1	(1)	(7)	(1)
Schools*						
	1989-90	30	95	486	183	563
	1988-89	32	91	471	236	566
	Difference	(2)	4	15	(53)	(3)
Students						
	1989-90	5,588	19,052	76,694	14,117	115,451
	1988-89	5,645	17,781	70,916	19,438	113,780
	Difference	(57)	1,271	5,778	(5,319)	1,671
Grants	1990a	$842,774	$2,846,035	$476,630	$37,305	$4,202,744
	1990f	$1,404,573	$4,743,391	$794,383	$62,174	$74,521
	1989c	$1,403,609	$4,475,336	$736,515	$95,109	$6,710,569
	Difference	$964	$268,055	$57,868	($32,935)	$293,952

Footnotes:

* – indicates that many French-language programs may coexist within the same school or school division (or district). The reduction in the total number of schools offering one or more French-language programs is explained by the fact that there were more school closures than schools starting to offer one or more French-language programs.

a – indicates the total amount of grants disbursed (60% of the formula calculation) for the 1990 transitional fiscal year; that is the 6 monthly period extending from January to June 1990.

f – indicates the grant amount calculated for a 12 month period based on the exiting formula.

c – indicates the total amount of grants disbursed for the 1989 calendar year.

Table 3

School Divisions' Comparative Statement of Revenue and Expenditure

Revenue	1988	1989
Provincial Government	$ 615,598,665	$ 656,357,324
Federal Government	9,646,335	10,373,701
Municipal Government	208,714,178	243,100,601
Other School Divisions	5,376,630	4,789,004
Opted Out Indian Bands	15,229,419	14,193,946
Private Organizations and Individuals	9,503,998	9,538,200
Other Revenue	5,462,561	1,695,700
TOTAL	$ 869,531,786	$ 940,048,476
Expenditures		
Regular Instruction	$ 490,887,008	$ 541,577,808
Exceptional	89,962,603	101,876,297
Vocational	16,553,014	17,536,654
Community Education and Services	6,792,613	7,443,392
Administration	35,847,782	39,282,776
Instructional and Pupil Support Services	44,189,497	49,606,009
Transportation of Pupils	40,462,262	43,781,596
Operationaland Maintenance	103,404,622	113,184,744
Fiscal	17,340,719	17,510,339
OPERATING FUND	$ 854,440,120	$ 931,799,615
Interfund Transfers	4,646,064	3,724,099
SUB-TOTAL	$ 859,086,184	$ 935,523,714
Transfers to Other Authorities	6,009,918	6,812,801
TOTAL	$ 865,096,102	$ 942,336,515
Excess/(Deficiency)	$ 4,435,684	$ (2,288,039)

(1) based on 1988 financial statements from the 1989 FRAME ANNUAL REPORT
(2) based on 1989 budget statements from the 1989 FRAME ANNUAL REPORT

Table 4

Manitoba Student Aid Branch Loans and Bursaries

Period April 1, 1989 to March 31, 1990

	Number of Awards					Amount		
	Number of Applications	Loan Only	Bursary Only	Loan Loan Rebate and Bursary	Total	Loan	Loan Rebate	Bursary
A. Secondary								
Regular/Métis/Native	4,764		3,820		3,820			$1,214.2
Adult	1,069		834		834			394.9
Frontier	205		202		202			168.2
Sub-Total Secondary	6,038		4,856		4,856			1,777.3
B. Post-Secondary								
University of Manitoba	4,637	3,058	3	934	3,995	$11,968.2	$ 731.0	$1,147.0
University of Winnipeg	1,442	886	4	363	1,253	3,755.4	288.9	479.2
Brandon University	996	546	0	284	830	2,465.9	254.9	327.4
Red River Community College	1,647	917	124	277	1,318	4,105.6	332.0	424.4
Assiniboine Community College	535	267	44	122	433	1,372.9	145.7	173.4
Keewatin Community College	211	106	14	25	145	398.3	22.8	52.0
Other In-Province	2,648	1,590	1	707	2,298	8,751.7	722.0	1,515.6
Out-of-Province	1,879	1,427	0	282	1,709	5,816.8	154.1	607.9
Sub-Total Post-Secondary	13,995	8,797	190	2,994	11,981	38,634.8	2,651.4	4,726.9
C. Special Programs								
SOSAR*	304		76	281	304	$ 798.9	$ 704.3	$ 90.8
Disabled	8		6		6			9.0
Special Opportunity Dental Therapy	2		2		2			12.0
Special Opportunity Bursary	40		25		25			74.8
Special Opportunity Loan	77		56		56			118.2
Manitoba Government Grant	149		140		140			275.6
Manitoba Government Loan	23		23		23			51.4
Adult Basic Education**	209		183		183			180.7
Prince of Wales/Princess Anne Status	455		227		227			45.4
Métis	496		330		330			66.0
Sub-Total Special Programs	1,763	0	1,068	281	1,349	798.9	704.3	923.9
GRAND TOTAL	21,796	8,797	6,114	3,298	18,209	$38,634.8	$2,651.4	$7,428.1

Notes: ** Special Opportunity Social Allowance Recipients included in Post-secondary totals.*
*** Adult Basic Education included in post-secondary totals.*

Table 5

Manitoba Community Colleges Productivity Analysis

	1985–86 Actual	1986–87 Actual	1987–88 Actual	1988–89 Actual	1989–90 Preliminary
***Resource Data:**					
SY (5)	995.45	1,025.00	1,055.36	1,070.24	1,121.31
Expenditures (3) and (6)	$ 52,260.4	$ 53,472.4	$ 57,040.3	$ 60,444.0	$ 68,558.1
*Revenues:					
Fees and Miscellaneous (6)	$ 7,138.3	$ 8,275.7	$ 11,114.2	$ 11,372.0	$ 14,603.8
Shared Cost (2) and (4)	$ 19,141.0	$ 18,728.2	$ 15,407.4	$ 15,299.0	$ 12,070.1
Total	$ 26,279.3	$ 27,003.9	$ 26,521.6	$ 26,671.0	$ 26,673.9
Net Provincial Cost	$ 25,981.1	$ 26,468.5	$ 30,518.7	$ 33,773.0	$ 41,884.2
Output Data:					
Enrollments	32,137	33,559	34,618	39,825	40,375
Training Days (Net)	1,348,424	1,378,665	1,415,667	1,446,678	1,424,697
Unit Data Analysis:					
Training Days per SY	1,355	1,345	1,341	1,352	1,271
Gross Cost/Training Day	$ 38.76	$ 38.79	$ 40.29	$ 41.78	$ 48.12
Percent of Cost Recovered	50.3 %	50.5 %	46.5 %	44.1 %	38.9 %
Current Value Canadian Dollar (7)	$ 0.78	$ 0.75	$ 0.72	$ 0.67	$ 0.64
Discounted Gross Cost/Training Day	$ 30.23	$ 29.09	$ 29.01	$ 27.99	$ 30.80

1. 1989–90 Preliminary Final $ 56,141.4
   + Market Driven Training Program $ 4,412.6
   + Equipment $ 1,774.0
   + Department of Government Services $ 6,230.1
   $ 68,558.1

2. Shared cost receipts include National Training Act, Vocational Rehabilitation of Disabled Persons and Language Instruction.

3. Expenditures and receipts for Manitoba Technical Training Centre and South Winnipeg Technical Centre have been excluded.

4. Shared cost receipts as a percent of expenditures equal:

1985–86	36.6%
1986–87	35.0%
1987–88	27.0%
1988–89	25.3%
1989–90	17.6%

5. Staff years include regular and temporary. Staff Years associated with market Driven Training Program are included.

6. Revenue and Expenditures associated with Market Driven Training Program are included.

7. Base 1981 – Statistics Canada (1981 = $1.00).

Table 6

Manitoba Community Colleges Student Enrolment

	April 1, 1988-March 31, 1989	April 1, 1989-March 31, 1990
Assiniboine Community College		
Regular Day Programs:		
Applied Arts	58	67
Business and Administrative Studies	407	406
Health and Personal Services	161	232
Industrial and Technology	319	357
Sub-total (regular day)	945	1,062
Adult Basic Education	552	642
Evening Programs:	3,541	3,491
Other Program:		
Agriculture	2,064	1,758
Apprenticeship	456	418
Correspondence	73	63
Special, Short, Refresher and Completer	650	1,097
Sub-total (other)	3,243	3,336
Total – Assiniboine Community College	8,281	8,531
Keewatin Community College		
Regular Day Programs:		
Applied Arts	29	25
Business and Administrative Studies	135	167
Health and Personal Services	145	135
Industrial and Technology	133	185
Sub-total (regular day)	442	512
Adult Basic Education	182	210
Evening Programs	961	1,023
Other Programs:		
Apprenticeship	138	367
Correspondence	2	0
Special, Short, Refresher and Completer	386	472
Sub-total (Other)	526	839
Total – Keewatin Community College	2,111	2,584

Table 6 (continued)

Manitoba Community Colleges Student Enrolment

	April 1, 1988-March 31, 1989	April 1, 1989-March 31, 1990
Red River Community College		
Regular Day Programs:		
Applied Arts	560	593
Business and Administrative Studies	1,542	1,541
Health and Personal Services	707	677
Industrial and Technology	1,445	1,451
Teacher Education	197	187
Sub-total (regular day)	4,451	4,449
Adult Basic Education	1,275	1,439
Evening	18,733	18,760
Other Programs:		
Apprenticeship	1,818	1,662
Correspondence	537	593
Special, Short, Refresher and Completer	1,448	1,368
Mgmt. Development and Training in Industry	918	704
Teacher Education – Special	253	285
Sub-total (other)	4,974	4,612
Total – Red River Community College	29,433	29,260
Provincial Summary – All Colleges		
Regular Day Programs:		
Applied Arts	647	685
Business and Administrative Studies	2,084	2,114
Health and Personal Services	1,013	1,044
Industrial and Technology	1,897	1,993
Teacher Education	197	187
Sub-total (regular day)	5,838	6,023
Adult Basic Education	2,009	2,291
Evening Programs	23,235	23,274
Other Programs:		
Agriculture	2,064	1,758
Apprenticeship	2,412	2,447
Correspondence	612	656
Special, Short, Refresher and Completer	2,484	2,937
Mgmt. Development and Training in Industry	918	704
Teacher Education – Special	253	285
Sub-total (other)	8,743	8,787
Total – All Colleges	39,825	40,375

Table 7

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $	Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
	16-1 ADMINISTRATION AND FINANCE				
20,600	(a) Minister's Salary	20,500	20,600	(100)	
	(b) Executive Support				
325,400	Salaries	298,600	296,600	2,000	
67,100	Other Expenditures	191,900	133,900	58,000	1
	(c) Research and Planning				
420,400	Salaries	397,900	404,800	(6,900)	
88,900	Other Expenditures	60,000	61,600	(1,600)	
	(d) Personnel Services				
282,200	Salaries	275,600	239,200	36,400	
25,700	Other Expenditures	27,600	25,800	1,800	
	(e) Financial Services				
1,612,000	Salaries	1,572,600	1,461,800	110,800	2
83,500	Other Expenditures	67,800	71,500	(3,700)	
	(f) Communications				
229,400	Salaries	224,700	210,800	13,900	
105,300	Other Expenditures	100,100	142,100	(42,000)	
	(g) Administration and Professional Certification				
1,142,300	Salaries	1,093,200	965,200	128,000	3
269,900	Other Expenditures	329,400	330,000	(600)	
4,672,700	TOTAL 16-1	4,659,900	4,363,900	296,000	
	16-2 STATUTORY BOARDS AND COMMISSIONS				
	(a) Teachers' Retirement				
29,858,000	Allowances Fund	28,430,000	25,868,400	2,561,600	4
	(b) Other Statutory Boards				
30,000	and Commissions	29,900	32,700	(2,800)	
29,888,000	TOTAL 16-2	28,459,900	25,901,100	2,558,800	

Table 7 (cont'd)

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $	Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
	(h) Regional Services				
495,100	Salaries	425,000	400,200	24,800	
335,400	Other Expenditures	312,600	279,200	33,400	
57,400	Grants	51,000	10,500	40,500	7
	(j) Inner City Education Initiative				
214,600	Salaries	54,000	78,000	(24,000)	
74,600	Other Expenditures	214,600	195,900	18,700	
40,000	Grants	34,100	8,500	25,600	8
	(k) Canada-Manitoba-Winnipeg Renewed Core Area Agreement - Education Development				
700,000	Grants	700,000	458,000	242,000	9
(700,000)	Less: Recoverable from Other Appropriations	(700,000)	(458,000)	(242,000)	
21,108,800	TOTAL 16-4	20,995,800	19,873,200	1,122,600	
	16-5 POST-SECONDARY, ADULT AND CONTINUING EDUCATION AND TRAINING				
	(a) Executive Support and Skills Development				
	(1) Executive Administration				
287,500	Salaries	304,500	311,200	(6,700)	
104,100	Other Expenditures	138,200	110,500	27,700	
	(2) Labour Market Policy and Skills Development				
504,400	Salaries	466,100	456,900	9,200	
33,000	Other Expenditures	59,300	91,400	(32,100)	
	(3) Northern Development Agreement - Canada-Manitoba - New Careers North				
1,890,200	Salaries	1,472,200	1,345,800	126,400	
466,700	Other Expenditures	865,400	833,800	31,600	
(2,356,900)	Less: Recoverable from Other Appropriations	(2,337,600)	(2,179,600)	(158,000)	
	(4) New Careers - South				
1,631,600	Salaries	1,210,400	1,201,700	8,700	
123,100	Other Expenditures	342,600	378,500	(35,900)	

Table 7 (cont'd)

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $		Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
16-3 FINANCIAL SUPPORT SCHOOLS						
	(a)	School Grants and				
472,518,000		Other Assistance	486,620,600	453,957,900	36,662,700	5
258,000	(b)	Miscellaneous	261,900	268,500	(6,600)	
16,000,000	(c)	General Support Grants	15,763,400	14,826,200	937,200	
488,776,000		TOTAL 16-3	502,645,900	469,052,600	33,593,300	
16-4 PROGRAM DEVELOPMENT SUPPORT SERVICES						
	(a)	Division Administration				
163,600		Salaries	152,600	197,300	(44,700)	
20,100		Other Expenditures	32,600	78,500	(45,900)	
	(b)	Curriculum Development and Implementation				
2,261,900		Salaries	2,242,900	2,091,600	151,300	
1,140,700		Other Expenditures	1,267,500	1,285,300	(17,800)	
	(c)	Native Education				
605,600		Salaries	565,000	549,000	16,000	
185,000		Other Expenditures	177,200	181,600	(4,400)	
	(d)	Manitoba School for the Deaf				
2,565,200		Salaries	2,472,500	2,418,000	54,500	
512,900		Other Expenditures	521,200	530,800	(9,600)	
		Less: Recoverable from Other				
(284,300)		Appropriations	(259,300)	(272,700)	13,400	
	(e)	Child Care and Development				
4,451,300		Salaries	4,120,400	3,956,500	163,900	
1,314,500		Other Expenditures	1,511,600	1,422,000	89,600	
	(f)	Instructional Resources				
1,039,600		Salaries	999,200	955,700	43,500	
479,700		Other Expenditures	556,600	579,400	(22,800)	
	(g)	Distance Education and Technology				
1,695,500		Salaries	1,749,300	1,589,700	159,600	
3,875,400		Other Expenditures	3,795,200	3,338,200	457,000	6
		Less: Recoverable from Other				
(135,000)		Appropriations	0	0	0	

Table 7 (cont'd)

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $	Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
	(5) Stevenson Aviation and Technical Training Centre				
146,900	Salaries	152,300	134,700	17,600	
16,500	Other Expenditures	165,700	40,500	125,200	
	(6) Job Training for Tomorrow				10
755,300	Salaries	778,600	118,500	660,100	
2,006,800	Financial Assistance	1,523,000	5,601,400	(4,078,400)	
					11
5,609,200	Sub-total 16-5a	5,140,700	8,445,300	(3,304,600)	
	(b) Financial and Administrative Services Branch				
701,700	Salaries	595,100	568,500	26,600	
201,200	Other Expenditures	159,000	160,500	(1,500)	
	(c) Red River Community College				
29,061,600	Salaries	28,881,200	27,406,900	1,474,300	
6,872,900	Other Expenditures	6,856,600	6,631,100	225,500	12
	Less: Recoverable from Other Appropriations				
(413,000)		(453,500)	(471,900)	18,400	
	(d) Assiniboine Community College				
7,581,800	Salaries	7,207,100	6,931,200	275,900	
1,615,900	Other Expenditures	1,686,400	1,623,300	63,100	
	Less: Recoverable from Other Appropriations				
(20,000)		(18,300)	(13,400)	(4,900)	
	(e) Keewatin Community College				
5,576,700	Salaries	5,504,400	5,182,000	322,400	
1,606,700	Other Expenditures	1,920,500	1,983,700	(63,200)	13
	Northern Training and Employment Agency				
3,630,000		3,370,300	3,129,200	241,100	
	Less: Recoverable from Other Appropriations				
(15,000)		(23,900)	(25,200)	1,300	
	(f) Cooperative Training Programs				
91,900	Salaries	10,800	48,200	(37,400)	14
1,655,400	Other Expenditures	1,792,300	1,448,300	344,000	15
	(g) Student Aid				
1,448,100	Salaries	1,413,400	1,306,000	107,400	
260,300	Other Expenditures	264,200	259,600	4,600	
10,597,300	Assistance	10,524,800	9,124,000	1,400,800	16

Table 7 (cont'd)

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $	Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
	(h) Student Aid Appeal Board				
129,300	Salaries	126,000	117,900	8,100	
7,700	Other Expenditures	7,300	9,000	(1,700)	
	(j) Northern Development Agreement - Canada-Manitoba - Post-Secondary Career Development				
778,100	Salaries	523,600	519,400	4,200	
1,544,700	Other Expenditures	595,100	590,300	4,800	
6,306,200	Grants	6,220,200	5,934,100	286,100	
(8,629,000)	Less: Recoverable from Other Appropriations	(7,338,900)	(7,043,800)	(295,100)	
	(k) Canada-Manitoba-Winnipeg Renewed Core Area Agreement - Employment and Training				
2,909,300	Grants	2,898,500	2,516,000	382,500	17
(2,909,300)	Less: Recoverable from Other Appropriations	(2,898,500)	(2,516,000)	(382,500)	
	(m) Adult and Continuing Education				
516,700	Salaries	441,30	375,700	65,600	
527,800	Other Expenditures	368,80	352,500	16,300	
2,461,400	Grants	2,634,000	1,730,300	903,700	18
70,000	Task Force on Literacy	45,600	138,200	(92,600)	
	(n) Post-Secondary Career Development Southern Programs				
327,400	Salaries	326,800	310,000	16,800	
988,500	Other Expenditures	1,000,300	930,700	69,600	
2,906,700	Grants	2,831,900	2,752,100	79,800	
	(p) Market Driven Training				
1,960,500	Salaries	2,660,900	2,055,200	605,700	19
1,117,500	Other Expenditures	1,751,700	1,503,500	248,200	19
	(q) Special Programs				
779,500	Salaries	394,600	289,600	105,000	20
1,958,300	Other Expenditures	1,325,700	1,153,800	171,900	21

Table 7 (cont'd)

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $		Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
	(r)	Northern Development Agreement - Canada-Manitoba Northern Nursing Program				
6,000		Salaries	506,400	495,700	10,700	
		Other Expenditures	557,600	587,700	(30,100)	
		Less: Recoverable from Other				
(6,000)		Appropriations	(1,064,000)	(1,083,400)	19,400	
89,814,000		TOTAL 16-5	88,746,000	85,455,800	3,290,200	
		16-6 UNIVERSITIES GRANTS COMMISSION				
215,800	(a)	Salaries	236,300	212,700	23,600	
148,700	(b)	Other Expenditures	120,900	118,100	2,800	
186,689,600	(c)	Grants	186,689,600	176,994,100	9,695,500	22
790,000	(d)	Access Fund	790,000	576,600	213,400	23
187,844,100		TOTAL 16-6	187,836,800	177,901,500	9,935,300	
		16-7 BUREAU DE L'ÉDUCATION FRANÇAISE				
	(a)	Division Administration				
98,300		Salaries	94,800	111,400	(16,600)	
22,200		Other Expenditures	15,900	21,300	(5,400)	
	(b)	Curriculum Development and Implementation				
886,400		Salaries	372,100	425,500	(53,400)	
177,100		Other Expenditures	602,800	589,600	13,200	
	(c)	Educational Support Services				
241,900		Salaries	193,600	219,300	(25,700)	
69,700		Other Expenditures	65,300	87,500	(22,200)	
1,002,700		Assistance	1,002,700	769,800	232,900	24
	(d)	Official Languages Programs and Administrative Services				
381,600		Salaries	387,000	353,400	33,600	
410,900		Other Expenditures	375,100	396,700	(21,600)	
456,400		Assistance	2,288,800	1,953,500	335,300	25

Table 7 (cont'd)

Expenditure Summary

for fiscal year ended March 31, 1990 with comparative figures for the previous fiscal year

Estimate 1989–90 $		Appropriation	Actual 1989–90 $	Actual 1988-89 $	Increase (Decrease) $	Expl. No.
	(e)	Library and Materials Production				
389,400		Salaries	374,200	330,900	43,300	
167,400		Other Expenditures	183,100	183,400	(300)	
4,304,000		TOTAL 16-7	5,955,400)	5,442,300	513,100	
		16-8 EXPENDITURES RELATED TO CAPITAL				
	(a)	Acquisition/Construction of Physical Assets				
930,000	(1)	Red River Community College	925,200	839,200	86,000	
537,000	(2)	Assiniboine Community College	536,700	489,000	47,700	
336,100	(3)	Keewatin Community College	312,100	304,200	7,900	
1,803,100		Sub-total	1,774,000	1,632,400	141,600	
	(b)	Capital Grants				
9,500,000	(1)	Universities	9,500,000	7,000,000	2,500,000	26
20,842,400	(2)	School Divisions	20,842,400	19,926,900	915,500	
30,342,400		Sub-total	30,342,400	26,926,900	3,415,500	
32,145,500		TOTAL 16-8	32,116,400	28,559,300	3,557,100	
858,553,100		TOTAL EXPENDITURES	871,416,100	816,549,700	54,866,400	

Explanations

1. **16-1b Executive Support – Other Expenditures**

   Overexpenditures were incurred as a result of increased operating expenses.

2. **16-1e Financial Services – Salaries**

   The additional salary costs are related to the strengthening of the Controllership function.

3. **16-1g Administration and Professional Certification – Salaries**

   Additional salary costs were incurred for term staff hired to reduce a backlog in the student records unit.

4. **16-2a Teachers' Retirement Allowance Fund**

   The increase reflects new pensions and increases in the cost–of–living allowance.

5. **16-3a School Grants and Other Assistance**

   Increases in the Government Support to Education Program are attributable to higher per pupil block support, base equalization support, and to the introduction of a 4.5% per pupil minimum support level, as well as increased independent school support.

6. **16-4g Distance Education and Technology – Other Expenditures**

   The level of expenditures reflects an increased governmental emphasis on the delivery of courses using distance education technologies.

7. **16-4h Regional Services – Grants**

   An increase in the number of funding requests received from community groups for Compensatory (Rural) and Small Schools Support Programs resulted in higher expenditures.

8. **16-4j Inner City Education Initiative – Grants**

   An increase in the number of funding requests received from community groups for the Compensatory (Urban) Program resulted in higher expenditures.

9. **16-4k Canada–Manitoba–Winnipeg Renewed Core Area Agreement – Grants**

   The increase level of activity relates to the timing and cash flow of projects under the five–year Agreement.

10. **16-5a-5 Stevenson Aviation and Technical Training Centre – Other Expenditures**

    Increased costs occurred as a result of one–time only program and capital equipment enhancements required to establish standards needed to achieve national accreditation of the Aircraft Maintenance Engineer Apprenticeship Program.

11. **16-5a-6 Job Training for Tomorrow – Financial Assistance**

    Due to a delay in the start–up of Cycle 3, the Program experienced a reduced level of activity.

12. **16-5c Red River Community College – Salaries**

    Increased salary costs reflects general salary increases

13. **16-5e Keewatin Community College – Salaries**

    Increased salary costs reflects general salary increases.

14. **16-5f Cooperative Training Programs – Salaries**

    Reduced salary costs are the result of staff vacancies.

15. **16-5f Cooperative Training Programs – Other Expenditures**

    The variance is due to the timing of payments for the Veterinary Medicine Program under the Inter–Provincial Training Agreements.

16. **16-5g Student Aid – Financial Assistance**

    The increase in financial assistance payments is due mainly to increased allowance rates and loan rebate payments.

17. **16-5k Canada–Manitoba–Winnipeg Renewed Core Area Agreement – Grants**

The increased level of activity relates to the timing and cash flow of projects under the fiver–year Agreement.

18. **16-5m Adult and Continuing Education – Grants**

The increase is due to additional funding for literacy programs and ESL institutional grants.

19. **16-5p Market Driven Training – Salaries and Other Expenditures**

Additional expenditures were incurred as a result of increased program delivery.

20. **16-5q Special Programs – Salaries**

The additional expenditures are a result of moving toward a full staffing complement.

21. **16-5q Special Programs – Other Expenditures**

The increase is due to an additional intake in the Engineering ACCESS Program.

22. **16-6c Universities Grants Commission – Grants**

The increase reflects additional funding for general operating, pay equity and new programs.

23. **16-6d Universities Grants Commission – ACCESS Fund**

The increased level of expenditures reflects a higher level of activity in the program's first full year of operation.

24. **16-7c Educational Support Services – Assistance**

The increase is due mainly to an additional grant paid to the École technique et professionnelle at the Collège universitaire de Saint–Boniface for implementation of the first year of the two–year Child Care Diploma Program, as well as to an increase in the regular operating grant.

25. **16-7d Official Languages Programs and Program Administration – Grants**

The increase in expenditures represents additional support for Special Projects and reinstatement of the French Language Teacher Bursary Program.

26. **16–8b–1 Capital Grants – Universities**

The province provided additional funding for the University of Manitoba Dentistry Building renovations, the Universities Development Fund and for equipment and renovations at the universities.

Table 8

Department of Education and Training
Revenue Summary by Source
for the year ended March 31, 1990
with comparative figures for the previous fiscal year

Actual 1988-89 $	Actual 1989-90 $	Increase/(Decrease) $	Source	1989-90 Actual $	1989-90 Estimate $	Variance $	Expl. No.
			Current Operating Programs:				
			Total	0		0	
			Other Revenue:				
4,950,300	5,685,300	735,000	(a) Fees	5,685,300	5,225,800	459,500	1, 2
8,016,600	8,094,300	77,700	(b) Sundry	8,094,300	7,833,500	260,800	
12,966,900	13,779,600	812,700	Total	13,779,600	13,059,300	720,300	
			Government of Canada:				
8,152,500	8,569,200	416,700	(a) Bilingualism in Education	8,569,200	6,826,100	1,743,100	3
16,574,800	15,723,100	(851,700)	(b) Canada-Manitoba Training Agreement (NTA)	15,723,100	15,537,700	185,400	4
243,700	225,800	(17,900)	(c) Canada Student Loan Act Services Fee	225,800	201,200	24,600	
715,900	1,188,900	473,000	(d) Language Instruction	1,188,900	1,064,000	124,900	5
54,900	263,600	208,700	(e) Canadian Jobs Strategy	263,600	28,000	235,600	6
17,800	10,000	(7,800)	(f) Sundry (Clearwater Lake Air Base)	10,000	17,800	(7,800)	
563,500	500,000	(63,500)	(g) Limestone Training Agreement	500,000	1,750,000	(1,250,000)	7
(600)	154,200	154,800	(h) Language Textbook Agreement	154,200	0	154,200	8
26,322,500	26,634,800	312,300	Total	26,634,800	25,424,800	1,210,000	
39,289,400	40,414,400	1,125,000	Total Current Operating Programs	40,414,400	38,484,100	1,930,300	
0	0	0	Revenues Related to Capital	0	0	0	
39,289,400	40,414,400	1,125,000	Total Revenue	40,414,400	38,484,100	1,930,300	

Explanations

1. **Other Revenues – Fees** (Actual to Estimate)

   The revenue increase is attributable to receipt of college fees earlier than planned as the registration date for evening courses was moved to March from April, and additional tuition fee revenues.

2. **Other Revenue – Fees** (Year over Year)

   The increase is related to additional revenues collected at the Community Colleges for day and evening courses, higher tuition rates at the Manitoba School for the Deaf and for Correspondence courses.

3. **Government of Canada – Bilingualism in Education** (Actual to Estimate)

   The additional revenue reflects activities related to the inclusion of Special Projects Revenue under the Federal/Provincial Agreement for Official Languages in Education.

4. **Government of Canada – Canada–Manitoba Training Agreement** (Year over Year)

   The decrease in revenues reflects reduced recoveries for indirect training.

5. **Government of Canada – Language Instruction** (Year over Year)

   An increase in ESL instruction in the Winnipeg School Division No. 1 resulted in increased Federal revenues.

6. **Government of Canada – Canadian Jobs Strategy** (Actual to Estimate and Year over Year)

   The increase is a result of the inclusion of revenues for Job Entry/ReEntry projects and for Canadian Jobs Strategy projects delivered at the Manitoba Technical Training Centre.

7. **Government of Canada – Limestone Training Agreement** (Actual to Estimate)

   The shortfall in revenues reflects a lower level of Federal funding support than was budgeted.

8. **Government of Canada – Language Textbook Agreement** (Actual to Estimate and Year over Year)

   The additional revenues resulted from the transfer of related cost–shared activities from the former Department of Employment Services and Economic Security to the Department of Education and Training.

Table 9

Five–Year Expenditure and Staffing Summary by Main Appropriation

for the year ending March 31, 1990

	Actual–Adjusted Expenditures									
	1985–86		1986–87		1987–88		1988–89		1989–90	
	SY	$	SY	$	SY	$	SY	$	SY	$
Administration and Finance Division	134.00	5,181,300	123.49	5,276,700	91.34	3,954,500	103.00	4,363,900	117.00	4,659,900
Boards and Commissions		18,789,000		21,003,900		23,108,900		25,901,100		29,459,900
Financial Support School		387,885,800		394,784,600		434,364,600		469,052,600		502,645,900
Program Development Support Services	348.33	15,571,100	348.46	16,439,200	345.09	16,421,000	349.50	19,873,200	355.20	20,995,800
Post Secondary, Adult & Continuing Education & Training	1,366.13	73,377,000	1,333.18	73,605,600	1,366.10	79,493,300	1,497.09	85,455,800	1,484.42	88,746,000
Universities Grants Commission	5.00	156,300,600	5.00	162,146,400	5.00	172,834,300	5.00	177,901,500	5.00	187,836,800
Bureau de l'éducation française	52.00	3,720,400	52.00	3,708,000	49.45	3,803,800	51.49	5,422,300	51.00	5,955,400
Judgement (statutory)				12,000						
Sub-total	1,733.42	638,988,200	1,692.06	658,854,100	1,857.46	723,388,300	1,944.27	771493,800	1,969.10	825,042,100
Capital		24,039,100		24,886,100		34,030,800		28,566,100		32,145,500
Total	1,905.46	684,864,300	1,864.09	701,862,500	1,857.46	768,011,200	2,007.04	816,549,700	2,012.10	871,416,100

Transfers from Employment Services and Economic Security and Family Services have been reflected in the 1988–89 Adjusted Vote and in the 1989–90 Estimates.